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ABSTRACT

The materials in this collection were used at workshops designed to assist school library media specialists and learning resources center professionals in making effective use of "Information Power," a recent joint publication of the Association for Educational Communications and Technology (AECT) and the American Association of School Librarians (AASL) which provides general guidelines for both district and school library media programs together with some examples of exemplary programs. The materials include information on such topics as staff development, public relations, and lobbying; checklists and worksheets for use in evaluating and planning school library media programs; outlines of the roles of administrators, teachers, and parents as library media center partners in providing successful learning experiences for students; quotations about school library media programs; masters for creating overhead transparencies for use at various points in the program, including a presentation on "Information Power"; and worksheets listing the AECT/AASL guidelines with evaluative criteria for each and space to fill in state regulations and rate local programs. Bibliographies of ERIC documents are also provided. (EW)

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ED304135

# INFORMATION POWER

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*aect*- AASL

# KIDS

## It all starts here

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President, Congress, Department of Education
National Professional Organizations
National Lobbying Groups

**Federal**

Governor, Legislature
State Department of Education
State Professional Organizations
State Lobbying Groups

**State**

County / Regional Education
Service Center

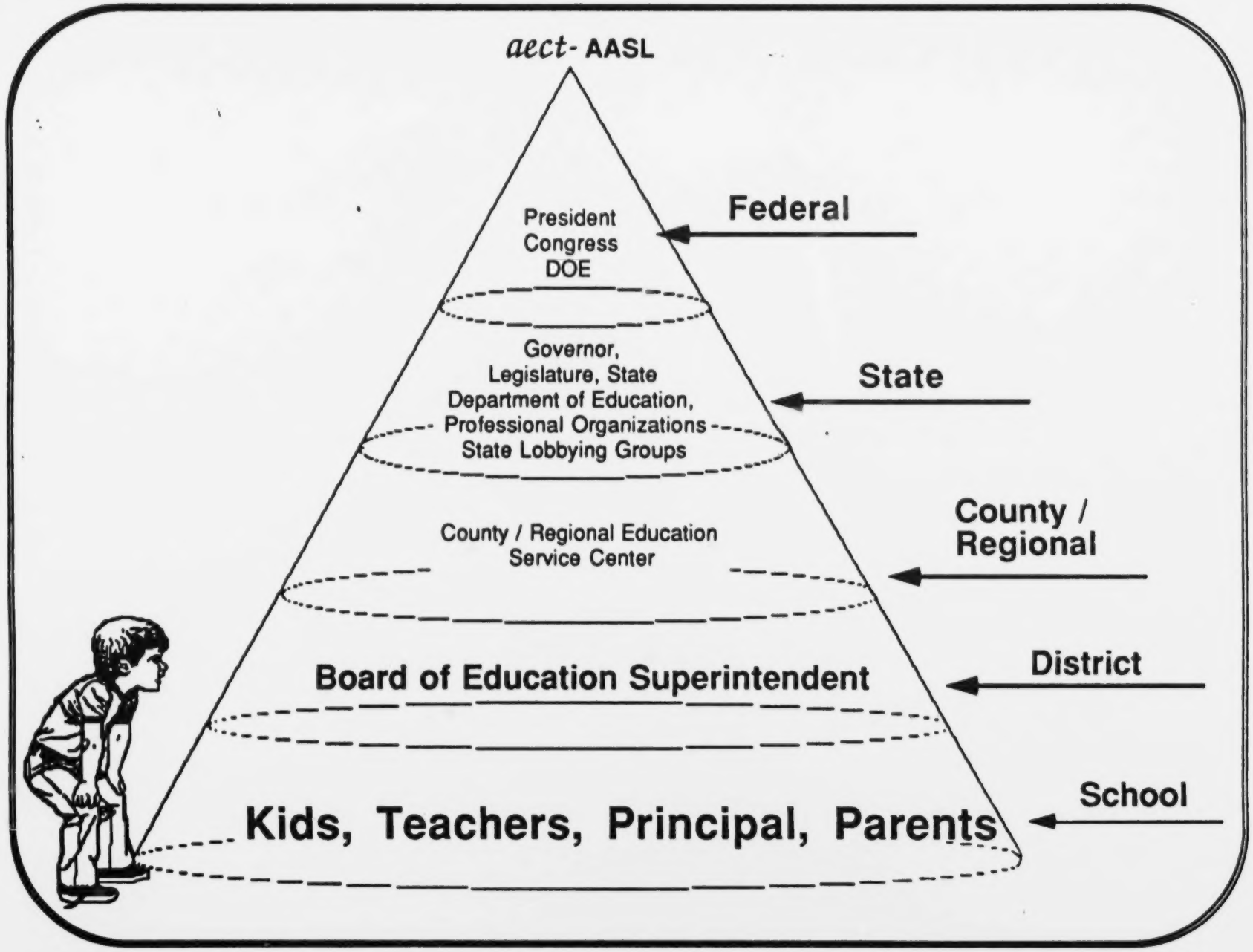
**County / Regional**

Board of Education
Superintendent

**District**

Principal
Teachers
Parents
Kids

**School**


aect- AASL
President
Congress
DOE
Federal
Governor,
Legislature, State
Department of Education,
Professional Organizations
State Lobbying Groups
State
County / Regional Education
Service Center
County /
Regional
Board of Education Superintendent
District
Kids, Teachers, Principal, Parents
School

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**Principal**
**Teachers**
**Parents**
**Kids**

**School**

**Board of Education**
**Superintendent**

**District**

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# Sample Board Of Education Policy
# School Library Media Programs

**Instruction**

**Policy Number 6177: School Library Media Programs**

**Business**

**Policy Number 3129: Budget Development**

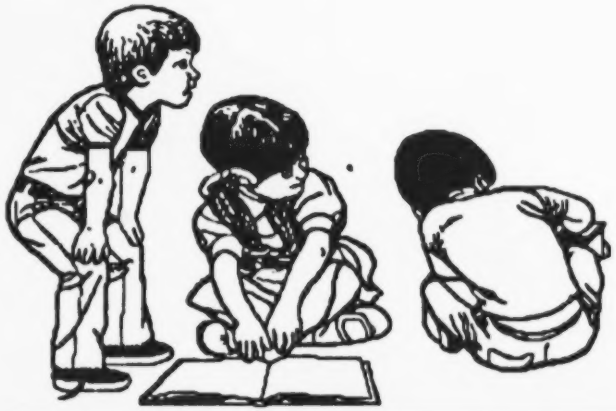
**Community**

**Policy Number 1375: Use of School District Instructinal Equipment**

County / Regional Education Service Center

County / Regional

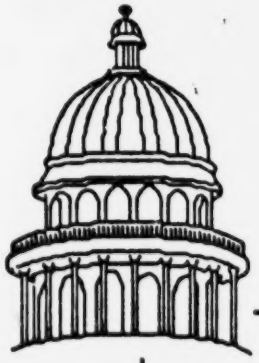
*aect*- AASL



Governor, Legislature
State Department of Education
State Professional Organizations
State Lobbying Groups

**State**

*aect*- AASL



# Sample State Legislation
# School Library Media Programs

**Title 8**

**Education**

**Any State General Statutes**

**Section 8-11g. Prescribed courses of study.**

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President, Congress, Department of Education
National Professional Organizations
National Lobbying Groups

**Federal**

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# Sample Federal Legislation
# School Library Media Programs

**Amendment To The**
**Education For Economic Security Act**
**P.L. 98377**

*aect*- AASL

President
Congress
DOE

**Federal**

Governor,Legislature, State
Department of Education,Professional
Organizations
Lobbying Groups

**State**

County / Regional Education
Service Center

**County / Regional**

**Board of Education Superintendent**

**District**

**Kids, Teachers, Principal, Parents**

**School**

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## Identify Other Organizations Who May Be Partners

**ANPA** American Newspaper Publishers Association

**ATDA** American Tape and Disk Association

**AVA** American Vocational Association

**ICEM** International Council for Educational Media

**ICIA** International Communication Industries Association

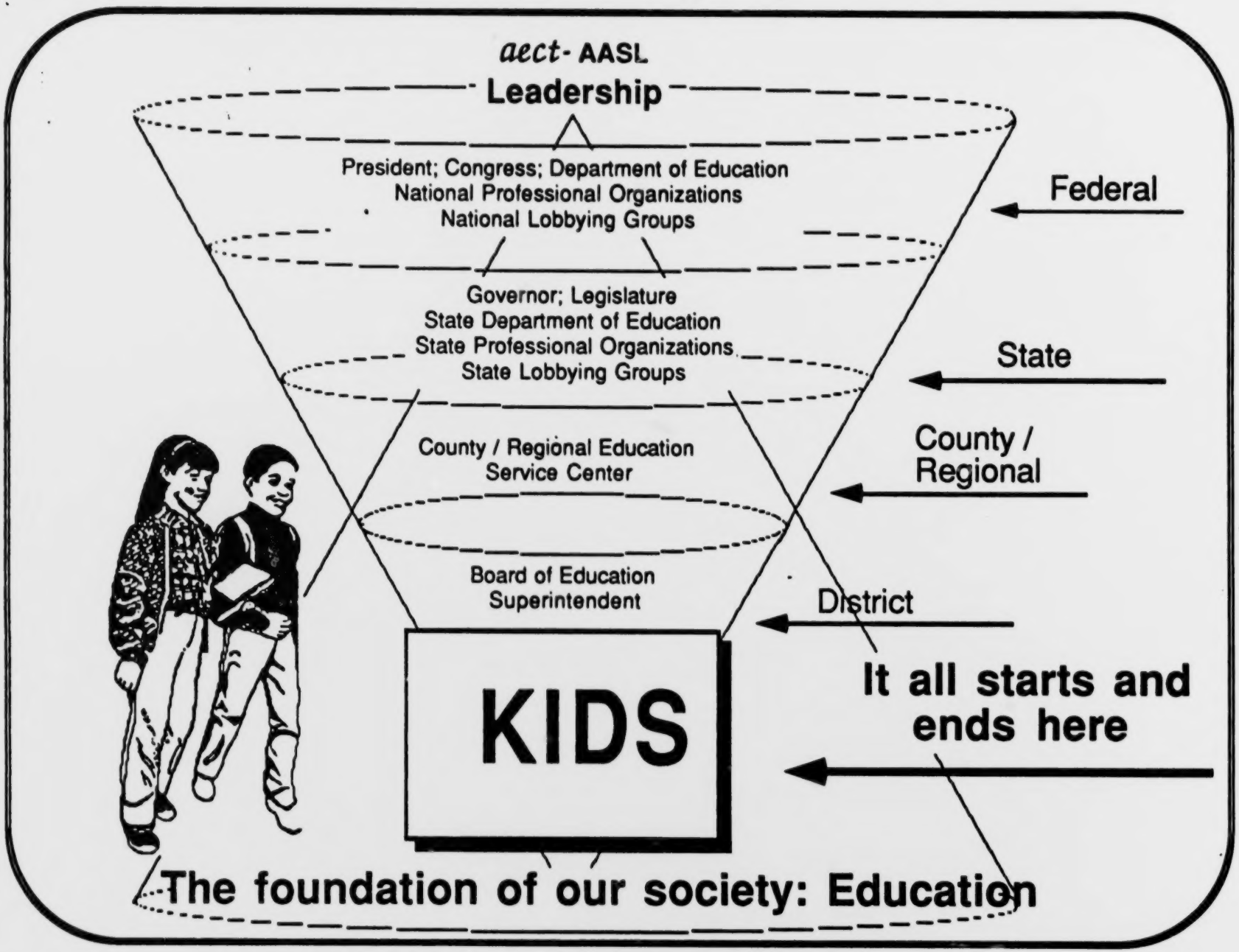
**NAB** National Alliance of Business

**NAESP** National Association of Elementary School Principals

**NAPST** National Association of Public Television Stations

**NASSP** National Association of Secondary School Principals

**NSBA** National School Boards Association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Leadership
President; Congress; Department of Education
National Professional Organizations
National Lobbying Groups
Federal
Governor; Legislature
State Department of Education
State Professional Organizations
State Lobbying Groups
State
County / Regional Education
Service Center
County / Regional
Board of Education
Superintendent
District
KIDS
It all starts and ends here
The foundation of our society: Education

aect· AASL

**Identify Other Organizations Who May Be Partners**

**ANPA** American Newspaper Publishers Association
**ATDA** American Tape and Disk Association
**AVA** American Vocational Association
**ICEM** International Council for Educational Media
**ICIA** International Communication Industries Association
**NAB** National Alliance of Business
**NAESP** National Association of Elementary School Principals
**NAPST** National Association of Public Television Stations
**NASSP** National Association of Secondary School Principals
**NSBA** National School Boards Association

**ANPA** _____

**ATDA** _____

**AVA** _____

**ICEM** _____

**ICIA** _____

**NAB** _____

**NAESP** _____

**NAPST** _____

**NASSP** _____

**NSBA** _____

You can leave school at 16, but you should not leave the library media center and all its connections because that is the continuing source of active rich participation in the human conversation.

John Goodlad

Teachers and library media specialists take on a moral responsibility to ensure that every child has equal access to knowledge.

**John Goodlad**

## *aect*/AASL Information Power Workshops

| | | | | | |
|---|---|---|---|---|---|
| August | 3-4 | Park City Utah | August | 20-21 | Chicago |
| September | 24-25 | Washington | October | 1-2 | Dallas |

**Slide #1**
The only reason for our profession is the students.

**Slide #2**
**First Cone of Influence**
Cones of influence illustrate the important relationship between the levels of political structure.

The first cone of influence illustrates your relationship in influencing legislation and policy effecting school library programs. As a single individual working alone, you exert the most influence at the individual building level as far as your school library program. As we move up the cone it is important that your influence be multiplied by joining others in influencing legislation promoting school library media programs.

**Slide #3**
**Second Cone of Influence**
The second cone of influence illustrates how decisions at various levels influence education in general and on school library media programs in particular. The key to effecting policy making and legislation supporting education and school library media programs is maximizing your influence in a complex process. Strong leadership at the national level is critical. Support your national professional organizations and vote for your leadership.

It all begins and ends with our students.

### Lobbying

Lobbying is and attempt to persuade others in favor of our point of view. Though it is an activity we engage in almost daily, most of us cringe at the suggestion of "lobbying a public official." However, lobbying at the local, state and national level is important for a number of reasons.

- Grassroots lobbying does work. The local, county, state and legislative bodies do respond to pressure as most legislation is a result of constituents' concerns.
- You are competing for time and dollars no matter how realistic your requests may be.
- Constituencies and individual ideologies help determine votes.

Slide #3 Continued

- Lobbying can demonstrate the breadth of support throughout community, state, county, region or nation by people inside and outside the library media profession.

- Organizing an effective lobbying effort can help an organization, weather local, state, county, regional or national, focus on issues.

- Lobbying can create a greater awareness of issues within our profession.

Lobbying boils down to communication among individuals. Though there are professional lobbyists, we are all capable of exerting our influence on our public officials. Although individuals are a integral part of the of the lobbying process, it is obvious that as we move up the cone of influence each individual needs to multiply their individual efforts by participating with others through state, regional and national professional associations.

Some specific ideas for influencing public officials are included in appropriate sections.

**Slide #4**
It all starts with the students in your school. 1. Your **program** at your school is the foundation upon which we must build. 2. It is important to keep your **teachers**, principal and **parents** informed about your program and activities. Building support for school library media programs begins in your center.

- Highlight special activities involving students, such as recreational reading programs, writing books, outstanding research, production of materials.

- Enter student work in exhibits and award programs. Be sure to send information to the local media, newspaper, television station, radio, public and educational access channels on cable. Don't forget the display windows in local stores, displays at banks, malls, supermarkets and the like.

- Keep your library media center open before and after school to provide opportunities for students, faculty and parents to use the center. Consider at least one day each month for extended hours into the late afternoon, weather permitting so parents will have an opportunity to visit your center when they pick up their children.

- Develop contacts with local business and industry representatives. In high schools, consider providing an information service to assist matching students with part time jobs.

**Slide #5**

As we move up the pyramid, 1. The next link in the chain of support is the **Superintendent** and the local board of education. 2. Both have direct connections to the **budget** development process, the support base for library media programs in your district. 3. Try to participate in as least one formal **presentation** to your board each year. 4. Work to have have your board adopt **policies** supporting school library media programs.

- Be an active member of your local professional associations.

- Keep the superintendent and board members informed about the library media program in your school. Be sure to use approved communication channels. Abuse of the established communications process can do irreparable harm by alienating others. One way to ensure that the information about your program goes to the superintendent and board is to publish a newsletter. The newsletter should be published on a regular basis, say three of four times a year, and not just at budget time or when there is impending disaster.

- Use American Education Week, School Library Media Month and other special events to your advantage. At the minimum, appropriate displays in the library media center and in high traffic areas of the school should be developed. A subtle reminder about the library media specialist's role in developing the display is always appropriate.

- Most school boards devote a portion of several meetings a year to presentations about the instructional program. It will not always be possible or desirable to have a presentation devoted to the library media program each year. It is appropriate however to assist other instructional programs with their presentations and include a comment or two concerning the value of the library media program to their students or the teachers in the instructional program. Remember your program cuts across all curriculum areas at all grade levels.

- Invite local government officials to visit your school(s) to see your program in action. Always work within the established structure of your school district when inviting government officials or legislators to visit your school(s).

Slide #5 Continued

**Some Lobbying Specifics for the Local Level**

- Keep a good rapport with board of education members, town officials and members of other boards, for example the board of finance.
  - Know who they are.
  - Invite them to attend a special program or event in the library media center.
  - Invite them to hold a board meeting in the library media center (check with your principal first).
  - Send copies of your newsletter, articles in the local paper, etc. to board of education members.
  - Keep board of education members aware of resources or services in the library media center that may be of special interest or use to them. Consider a clipping service for board of education members on education issues and articles from professional journals.
  - Communication is basic, not just at budget time, but throughout the year. Do not use jargon.

- Be well prepared when talking about policy requests.
  - Justify the requested changes, additions or deletions in policy.
  - Be honest and credible.
  - Indicate how local policy is effected by state or national level trends and how local policy can effect state or national trends.
  - Be sure to thank those who have helped improve local library media programs through policy decision, finance or in other ways.

- Be well prepared when talking about budget requests.
  - Justify new program proposals or purchases.
  - Be honest and credible.
  - Know how increased funding or cuts will effect the program.
  - Indicate ways in which laws, grants, or other financial decisions being considered at the state, county, regional or national level could effect the local school library media program.
  - Go to public forums, town meetings, speak outs and the like that will help you get a big picture of what is happening in your town.
  - Know how your local government really works.
  - Be sure to thank those who have helped improve local library media programs through policy decision, finance or in other ways.

- **Exercise your vote in local elections**

**Slide #6**
**Sample Board of Education Policies-School Library Media Programs**

**Instruction**
Policy Number 6177: School Library Media Programs
It is the policy of the Any Town Board of Education to make available to all students instruction in library media skills under the direction of a certified library media specialist. In addition all students will have benefit of a comprehensive library media program. Such program will be housed in an adequate facility, staffed by at least one full time library media specialist and at least one full time para professional.

Additional staff will be provided when warranted by the size of the school, complexity of the school's instructional program or special needs of the school.

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**Business**
Policy Number 3128: Budget Development
It is the policy of the Any Town Board of Education to develop the annual budget with the assistance central office administrators, building principals, program directors and program coordinators. For the purpose of this policy the following positions are specifically included in the budget development process:

Director of Athletics
Director of Curriculum
Director Library Media Services
Director of Physical Plant
Coordinator of Fine and Practical Arts
Coordinator of Guidance
Coordinator of Language Arts
Coordinator of Mathematics
Coordinator of Science

Other positions may be designated by the Superintendent of Schools as necessary.

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**Community**
Policy Number 1375: Use of School District Instructional Equipment
The instructional equipment owned by the Any Town Board of Education is selected and purchased to meet the instructional needs of the students, teachers and administrators. Members of the community may request the use of certain instructional equipment in association with the use of school facilities. Equipment loaned to members of the community for use out side school facilities must be approved by the Director of Library Media Services.

**Slide #7**
As we broaden our sphere of influence, 1. County and/or regional library media service centers are an important part of the **communications network** necessary to accomplish change. 2. Work with county wide **professional associations** to develop a support base for school library media programs.

- Be an active member of your county and/or regional professional associations.
- Participate county/regional committees involved with activities effecting school library media programs.
- Prepare news releases (check with your principal and/or superintendent for proper procedures) with photographs of activities by students and teachers working under the leadership of your program which have county or regional significance.
- Invite your county officials to visit your school (s) to see your program in action. Always work within the established structure of your school district when inviting government officials or legislators to visit your school(s).
- The lobbying specifics for the local level can also apply to the county level.
- **Exercise your vote in county elections**

**Slide #8**
The state level offers several advantages to our efforts to influence legislation. There are direct linkages between the state and federal levels. 1. Take advantage of professional organizations with **lobbying programs** when ever possible. 2. Encourage your state library media association to present **testimony** to the state legislature when appropriate. 3. Work with your **state legislators** to develop support for library media programs.

- Be an active member of your state professional associations.
- Become a political activist and support candidates who share your commitment to education in general and library media programs in particular.
- Maintain contacts with your state senator and representative. Be familiar with their committee assignments.
- Be familiar with the committee structure of your state's government.

Slide #8 Continued

- Work with your state professional organization and/or teachers union to put library media programs on their agenda.

- Invite your state legislators to visit your school(s) to see your program in action. Always work within the established structure of your school district when inviting government officials or legislators to visit your school(s).

**Some Lobbying Specifics for the State Level**

- Try to establish a personal relationship with legislators before asking them for support.
  - Invite them to a "meet your legislator day",preferably not during a session or an election time unless you invite all who are running, in the library media center. (check with your principal first)
  - Offer to post their news letters in the library media center.
  - Demonstrate an interest in what they are doing.
  - Make an appointment to meet with a legislator to discuss an upcoming program or bill proposal.
  - Know who your legislators are and how they have voted on education or library media issues in the past.
  - Send them copies of special projects or activities that are taking place in the library media center.
  - Remember that your local representative will have an interest in issues that effect your district and that your state senator will have an interest in issues that effect the entire state. Be sure to bring the right issues to the right person.

- During the legislative session organizations should have a realistic program and budget.
  - Set priorities.
  - Create good, concise written documentation for what you want and the cost implications for the proposal. Include how much of the state budget it represents.
  - Speak with a unified voice. Decide who will coordinate the legislative effort.
  - Have a short "wish list", make sure each issue is clear cut and easy to understand.
  - Target key legislators and know how the legislature works.
  - Keep other support groups informed of progress. Groups should include at least the following; state teachers association, state chapter AFofT, state library association, and if you have their support the state boards of education association and state school superintendents association.

Slide #8 Continued

- Pick a sponsor(s) for your legislation.
  - It is a good idea to have one from each party and to choose those who can help you track your legislation.
  - Sponsors should be from the correct committee, when ever possible.
  - Be sure to thank those legislators who help you, not just during the session, but during the year. For example, write a letter to the editor of the newspaper praising their support, hold a reception in their honor. Thank them even if the legislation does not pass. You are building support for the future.

- Coordinate efforts for public hearings.
  - Have speakers who show the broadest support for the bill.
  - Have the facts behind the bill.
  - Use appropriate visuals in your presentation.
  - Sign up as soon as possible. The first signed are the first to speak.
  - Know what you are going to say ahead of time and keep it to three to five minutes. If you have written testimony leave a copy with the committee staff, be sure to include your name, address, phone number and, if appropriate, your affiliation.
  - Have something to show that your speakers and supporters are all there for one purpose. (hats, badges, posters, etc.)

- Have your legislative sponsor, lobbyist or association member find out when the bill is coming up for a vote. (usually three to five days prior to vote)
  - Pass out **brief** fact sheets about the bill on the day of the vote.
  - Be alert to "Killer Amendments" proposed by people trying to get money for another bill.

- Provide your bill sponsor(s) with enough information to intelligently debate the bill.

- Send a letter to the Governor concerning the bill(s).

- Have individuals contact legislators concerning their vote on the bill. Phone calls, quick letter, personal visit, etc.

- Have a person at the state capitol who can continuously track progress of the bill and any changes made in the language or intent.

- Have a grass roots telephone tree in place. Use the tree if necessary.

- Publicize successful efforts.

Slide #8 Continued

- Prepare to share support for legislation in education and/or library related areas even though they may not directly affect your program. Remember, you will be asking others to support your bills.

- **Exercise your vote in state elections**

**Slide #9**
**Sample State Legislation: School Library Media Programs**

**Title 8**
**Education**

Any State General Statutes

**Section 8-11g. Prescribed courses of study.** (a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety; language arts, including reading, writing, grammar, speaking and spelling; library media skills, including reference skills, database searching skills, the use of materials in print, non print and electronic formats; mathematics; physical education; science; social studies, including, but not limited to, citizenship, economics, geography, government and history; and in addition, on at least the secondary level, one or more foreign languages and vocational education.

**Slide #10**
The federal government can provide support which will affect the widest range of programs, and is the most difficult to influence. 1. Whenever the opportunity arises, **submit** articles about your successes to national organizations. 2. Review the **literature** on a regular basis to determine emerging trends that will impact on school library media programs. 3. Encourage **business** and **industry** contacts to support legislation for school library media programs.

- Be an active member of your national professional associations.

- Encourage your national professional associations to take an active role in providing information to congressional committees as well as the staff of key senators and congressmen.

- Participate in legislative initiatives when asked by your professional associations. Some examples include:

    - Active participation in letter writing campaigns.

    - Providing written and personal testimony to congressional committees.

Slide #10 Continued

- Maintain contacts with your senators and congressman. Be familiar with their committee assignments.

**Some Lobbying Specifics for the National Level**

- Try to establish a personal relationship with congressmen or senators before asking them for support, preferably not during a session or an election time unless you invite all who are running.
  - Invite them to a "meet your congressman/senator day" in the library media center at some time when they are scheduled to be in their local office. (check with your principal first)
  - Offer to post their news letters in the library media center.
  - Demonstrate an interest in what they are doing.
  - Make an appointment to meet with a legislator to discuss an upcoming program or bill proposal when they are scheduled to be in their local office.

- Know who your legislators are and how they have voted on education or library media issues in the past.
  - Send them copies of special projects or activities that are taking place in the library media center.
  - Remember that your local representative will have a primary interest in issues that affect your district and that your senator will have an interest in issues that affect the entire state and nation. Be sure to bring the right issues to the right person.

- Try to establish a personal relationship with their local and Washington staff. Staff members have a great deal of input into the legislative activities of congress.
  - Offer to post their news letters in the library media center.
  - Demonstrate and interest in what they are doing.
  - Send them copies of special projects or activities that are taking place in the library media center.

- During the congressional session organizations should have a realistic program and budget.
  - Set priorities.
  - Create good, concise written documentation for what you want and the cost implications for the proposal. Include how much of the education budget it represents.
  - Speak with a unified voice. Decide who will coordinate the legislative effort.
  - Have a short "wish list", make sure each issue is clear cut and easy to understand.

Slide #10 Continued

- Target key congressmen and seniors and know how the congress works.
- Keep other support groups informed of progress. Groups should include at least the following; state and national teachers association, state professional associations, AECT, ALA, and other national education professional associations as appropriate.

- Pick a sponsor(s) for your legislation.
  - It is a good idea to have one from each party and to choose those who can help you track your legislation.
  - Sponsors should be from the correct committee, when ever possible.
  - Be sure to thank those congressman and senators who help you, not just during the session, but during the year. For example, write a letter to the editor of the newspaper praising their support. Thank them even if the legislation does not pass. You are building support for the future.

- Participate in public hearings when possible
  - It is not uncommon for congressmen and senators to request grass roots testimony on bills they have introduced or supported.
  - Have speakers who show the broadest support for the bill.
  - Have the facts behind the bill.
  - Use appropriate visuals in your presentation.
  - Know what you are going to say ahead of time and keep it to brief. Let the questions determine the direction after your initial presentation. Involve students if possible. If you have written testimony leave a copy with the committee staff, be sure to include your name, address, phone number and, if appropriate, your affiliation.

- Have your legislative sponsor, lobbyist or association member find out when the bill is coming up for a vote in the committee.
  - Distribute **brief** fact sheets about the bill before the vote to the members of the committee and the committee staff.

- Provide your bill sponsor(s) with enough information to intelligently debate the bill.

- Send a letter to the Governor concerning the bill(s), it would not hurt to have his/her support. Indicate in the letter how the bill will be of benefit to your state.

Slide #10 Continued

- Have individuals contact legislators concerning their vote on the bill both while in committee and when it reaches the floor. Phone calls, quick letter, personal visit, etc.
- Have a grass roots telephone tree in place. Use the tree if necessary.
- Publicize successful efforts.
- Prepare to share support for legislation in education and/or library related areas even though they may not directly affect your program. Remember, you will be asking others to support your bills.
- **Exercise your vote in national elections.**

**Slide #11**
**Sample Federal Legislation**

**Education for Economic Security Act, P.L. 98-377**

Amendment to the Education for Economic Security Act, P.L. 98-377

Title II of Public Law 98-377, The Education for Economic Security Act, is amended by adding the following sections:

Section A: Objectives

In order to:
1. provide access to the widest possible range of instructional materials and methods for all students in the United States and

2. ensure that teachers in our schools have access to the materials, programs and equipment necessary to provide instruction for the "Information Age."

Slide #11 Continued

Title II of Public Law 98-377 is hereby amended to provide additional categories of expenditures eligible for funding under this act and requisite increases in allocation of funds for a period of four years beginning in fiscal year 1990. The additional categories are:

a. Costs for staffing of District and School Library Media Centers
b. Costs for the acquisition of instructional materials, print, non-print and electronic to be selected, acquired, cataloged and distributed through the Library Media Program.
c. Costs for the acquisition of equipment necessary to use the instructional materials available through the Library Media Program.
and
d. Costs to provide professional development activities for the instructional staff of local and regional school districts in the effective and efficient use of educational technology to: enhance instruction, improve access to instruction and/or improve the curriculum development process through an instructional design approach.

Section B: Funding

The additional appropriation to accomplish the objectives outlined in Section A, shall be no less than fifty million dollars ($50,000,000) nor more than ninety million dollars ($90,000,000) in fiscal year 1990. Each year there after, the Congress shall review the needs of the local school districts to determine the appropriate funding level for Title II, Section A, of the Education for Economic Security Act. In no instance shall funding be reduced below that established for fiscal year 1990 for the three (3) successive fiscal years. The total appropriation for Title II, Section A, of the Education for Economic Security Act shall not exceed two hundred seventy million dollars ($270,000,000) for the four (4) fiscal years authorized under this amendment.

Grants to local school districts will be made using the criteria established for Title II, of the Education for Economic Security Act.

Slide #11 Continued

Section C: Definitions

a. Staffing of District and School Library Media Centers: Funding for staffing shall include those direct costs for both professional and para-professional staff. The national guidelines for library media programs developed by the Association for Educational Communications and the American Association for School Librarians in 1988 shall be used as a guide for staffing patterns, staffing levels, and to determine duties and responsibilities.
b. Only materials which have had the benefit of an established review procedure may be purchased with funds under Title II, Section A, of the Education for Economic Security Act.
c. Only equipment necessary for the utilization of materials purchased under Title II, Section A, of the Education for Economic Security Act may be purchased all equipment must meet the Underwriters Laboratory and ANSI standards for safety.
d. provide professional development activities shall include but not be limited to instruction in the instructional design process, selection and utilization of instructional materials and equipment and effective use of educational technology.

**Slide #12**
**Identify Other Organizations To Be Partners**

**ANPA** American Newspaper Publishers Association
Jerry Friedheim, Executive Vice President
Newspaper Center, Box 17407
Dullas International Airport
Washington, DC 20041 Phone: 703-648-1000

**ATDA** American Tape and Disk Association
Henry Brief, Executive Vice President
10 Columbus Circle
New York, NY 10019 Phone: 212-956-7110

Slide #12 Continued

**AVA** American Vocational Association
Charles Buzzeli, Executive Director
1410 King Street
Alexandria, VA 22314 Phone: 703-683-3111

**ICEM** International Council for Educational Media
Robert LeFranc, General Secretary
29 rue d'Ulm
75230 Paris Cedex 05
France
United States Contact:
Stanley Zenor, Executive Director
Association for Educational Communications and Technology
1126 Sixteenth Street, N.W.
Washington, DC 20036 Phone: 202-466-4780

**ICIA** International Communication Industries Association
Harry McGee, Executive Vice President
3150 Spring Street
Fairfax, VA 22031 Phone: 703-276-7200

**NAB** National Alliance of Business
William H. Kolberg, President
1015 15th Street, N.W.
Washington, DC 20005 Phone: 202-289-2843

**NAESP** National Association of Elementary School Principals
Samuel Sava, Executive Director
1615 Duke Street
Alexandria, VA 22314 Phone: 703-684-3345

**NAPST** National Association of Public Television Stations
Peter Fannon, President
1818 N Street N.W.
Washington, DC 20036 Phone: 202-887-1700

Slide #12 Continued

**NASSP** National Association of Secondary School Principals
Scott Thompson, Executive Director
1904 Association Drive
Reston, VA 22091 Phone: 703-860-0200

**NSBA** National School Boards Association
Thomas Shannon, Executive Director
1680 Duke Street
Alexandria, VA 22314 Phone: 703-838-6722

**Slide #13**
The firm foundation necessary for education in general and school library media programs in particular, can only be put in place through enlightened leadership from the top.

**Slide #14**
It is up to us to capitalize on the strengths of the cones of influence. We can use them both to our advantage.

## Lobbying

Lobbying is and attempt to persuade others in favor of our point of view. Though it is an activity we engage in almost daily, most of us cringe at the suggestion of "lobbying a public official." However, lobbying at the local, state and national level is important for a number of reasons.

- Grassroots lobbying does work. The state legislature and congress do respond to pressure, most legislation is a result of constituents' concerns.
- You are competing for time and dollars no matter how realistic your requests may be.
- Constituencies and individual ideologies help determine votes.
- Lobbying can demonstrate the breadth of support throughout community, state, county, region or nation by people inside and outside the library media profession.
- Organizing an effective lobbying effort can help an organization, weather local, state, county, regional or national, focus on issues.
- Lobbying can create a greater awareness of issues within our profession.

Lobbying boils down to communication among individuals. Though there are professional lobbyists, we are all capable of exerting our influence on our public officials.

### Some Lobbying Specifics for the Local Level

- Keep a good rapport with board of education members, town officials and members of other boards, for example the board of finance.
  - Know who they are.
  - Invite them to attend a special program or event in the library media center.
  - Invite them to hold a board meeting in the library media center (check with your principal first).
  - Send copies of your newsletter, articles in the local paper, etc. to board of education members.
  - Keep board of education members aware of resources or services in the library media center that may be of special interest or use to them. Consider a clipping service for board of education members on education issues and articles from professional journals.
  - Communication is basic, not just at budget time, but throughout the year. Do not use jargon.

Some Lobbying Specifics for the Local Level continued

- Be well prepared when talking about policy requests.
- Justify the requested changes, additions or deletions in policy.
- Be honest and credible.
- Indicate how local policy is effected by state or national level trends and how local policy can effect state or national trends.
- Be sure to thank those who have helped improve local library media programs through policy decision, finance or in other ways.

- Be well prepared when talking about budget requests.
  - Justify new program proposals or purchases.
  - Be honest and credible.
  - Know how increased funding or cuts will effect the program.
  - Indicate ways in which laws, grants, or other financial decisions being considered at the state, county, regional or national level could effect the local school library media program.
  - Go to public forums, town meetings, speak outs and the like that will help you get a big picture of what is happening in your town.
  - Know how your local government really works.
  - Be sure to thank those who have helped improve local library media programs through policy decision, finance or in other ways.

  - **Exercise your vote in local elections.**

**Some Lobbying Specifics for the State Level**

- Try to establish a personal relationship with legislators before asking them for support, preferably not during a session or an election time unless you invite all who are running.
  - Invite them to a "meet your legislator day" in the library media center. (check with your principal first)
  - Offer to post their news letters in the library media center.
  - Demonstrate an interest in what they are doing.
  - Make an appointment to meet with a legislator to discuss an upcoming program or bill proposal.
  - Know who your legislators are and how they have voted on education or library media issues in the past.
  - Send them copies of special projects or activities that are taking place in the library media center.
  - Remember that your local representative will have an interest in issues that effect your district and that your state senator will have an interest in issues that effect the entire state. Be sure to bring the right issues to the right person.

Some Lobbying Specifics for the State Level continued

- During the legislative session organizations should have a realistic program and budget.
  - Set priorities.
  - Create good, concise written documentation for what you want and the cost implications for the proposal. Include how much of the state budget it represents.
  - Speak with a unified voice. Decide who will coordinate the legislative effort.
  - Have a short "wish list", make sure each issue is clear cut and easy to understand.
  - Target key legislators and know how the legislature works.
  - Keep other support groups informed of progress. Groups should include at least the following; state teachers association, state chapter AFofT, state library association, and if you have their support the state boards of education association and state school superintendents association.

- Pick a sponsor(s) for your legislation.
  - It is a good idea to have one from each party and to choose those who can help you track your legislation.
  - Sponsors should be from the correct committee.
  - Be sure to thank those legislators who help you, not just during the session, but during the year. For example, write a letter to the editor of the newspaper praising their support, hold a reception in their honor. Thank them even if the legislation does not pass. You are building support for the future.

- Coordinate efforts for public hearings.
  - Have speakers who show the broadest support for the bill.
  - Have the facts behind the bill.
  - Use appropriate visuals in your presentation.
  - Sign up as soon as possible. The first signed are the first to speak.
  - Know what you are going to say ahead of time and keep it to three to five minutes. If you have written testimony leave a copy with the committee staff, be sure to include your name, address, phone number and, if appropriate, your affiliation.
  - Have something to show that your speakers and supporters are all there for one purpose. (hats, badges, posters, etc.)

Some Lobbying Specifics for the National Level continued

- Send them copies of special projects or activities that are taking place in the library media center.

- Remember that your local representative will have a primary interest in issues that affect your district and that your senator will have an interest in issues that affect the entire state and nation. Be sure to bring the right issues to the right person.

- Try to establish a personal relationship with their local and Washington staff. Staff members have a great deal of input into the legislative activities of congress.
  - Offer to post their news letters in the library media center.
  - Demonstrate and interest in what they are doing.
  - Send them copies of special projects or activities that are taking place in the library media center.

- During the congressional session organizations should have a realistic program and budget.
  - Set priorities.
  - Create good, concise written documentation for what you want and the cost implications for the proposal. Include how much of the education budget it represents.
  - Speak with a unified voice. Decide who will coordinate the legislative effort.
  - Have a short "wish list", make sure each issue is clear cut and easy to understand.
  - Target key congressmen and seniors and know how the congress works.
  - Keep other support groups informed of progress. Groups should include at least the following; state and national teachers association, state professional associations, AECT, ALA, and other national education professional associations as appropriate.

- Pick a sponsor(s) for your legislation.
  - It is a good idea to have one from each party and to choose those who can help you track your legislation.
  - Sponsors should be from the correct committee.
  - Be sure to thank those congressman and senators who help you, not just during the session, but during the year. For example, write a letter to the editor of the newspaper praising their support. Thank them even if the legislation does not pass. You are building support for the future.

Some Lobbying Specifics for the National Level continued

- Participate in public hearings when possible
  - It is not uncommon for congressmen and senators to request grass roots testimony on bills they have introduced or supported.
  - Have speakers who show the broadest support for the bill.
  - Have the facts behind the bill.
  - Use appropriate visuals in your presentation.
  - Know what you are going to say ahead of time and keep it to brief. Let the questions determine the direction after your initial presentation. Involve students if possible. If you have written testimony leave a copy with the committee staff, be sure to include your name, address, phone number and, if appropriate, your affiliation.

- Have your legislative sponsor, lobbyist or association member find out when the bill is coming up for a vote in the committee.
  - Distribute **brief** fact sheets about the bill before the vote to the members of the committee and the committee staff.

- Provide your bill sponsor(s) with enough information to intelligently debate the bill.

- Send a letter to the Governor concerning the bill(s), it would not hurt to have his/her support. Indicate in the letter how the bill will be of benefit to your state.

- Have individuals contact legislators concerning their vote on the bill both while in committee and when it reaches the floor. Phone calls, quick letter, personal visit, etc.

- Have a grass roots telephone tree in place. Use the tree if necessary.

- Publicize successful efforts.

- Prepare to share support for legislation in education and/or library related areas even though they may not directly affect your program. Remember, you will be asking others to support your bills.

- **Exercise your vote in national elections.**

## SAMPLE JOB DESCRIPTION BASED ON INFORMATION POWER

The Library Media Specialist is responsible to the building principal for the operation of the library media center. In carrying out these responsibilities, the Library Media Specialist:

1. Demonstrates a thorough knowledge of the curriculum, instruction, multimedia, information and instructional technologies, and the library media program.

2. Provides and promotes a positive educational environment in the school library media center.

3. Works with the principal, teachers, and students to ensure that the library media program contributes fully to the educational process and is an integral part of the school curriculum.

4. Provides intellectual access to information through systematic instruction which develops cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information at all age levels and in all curriculum content areas.

5. Motivates, guides, and advises students and staff in their reading, listening, and viewing.

6. Instructs students in the characteristics, strengths and limitations, appropriate use, and encoding and decoding ideas and information in each medium so that they become effective, skilled, and discriminating lifelong users, consumers, producers, and creators of media.

7. Helps students and staff build positive attitudes toward the use and communication of information and ideas, encouraging them to realize their potential as informed citizens who think critically and solve problems, observe the rights and responsibilities relating to the generation and flow of information and ideas, and appreciate the value of literature and recreational media in a rapidly changing society.

8. Assists parents in recognizing the needs of their children, selecting appropriate materials to meet these needs, and sharing reading, listening, and viewing experiences with them.

9. Establishes a school collection development plan which supplements the district selection policy and provides specific guidelines for developing the school collection.

10. Provides physical access to information through a carefully selected and systematically organized collection of diverse learning resources and equipment, including the school's professional collection.

11. Facilitates access to information and materials outside the school through interlibrary loan, networking and other cooperative agreements,

and online searching of databases.

12. Provides instruction in the operation of hardware necessary to use information in any format.

13. Provides expertise in the evaluation, selection, organization, and utilization of materials and the technologies for the delivery of information and instruction.

14. Designs, develops, produces, and duplicates materials in support of the goals and objectives of the curriculum and the interests of students and staff.

15. Participates in school, district, departmental, and grade level curriculum design and assessment projects; translates curriculum needs into library media program goals and objectives.

16. Uses a systematic instructional development process in planning with teachers to design instructional activities.

17. Provides staff development opportunities for teachers and administrators in the selection, utilization, evaluation, and production of media resources.

18. Keeps the instructional staff apprised of laws and policies pertaining to the use and communication of ideas and information.

19. Provides leadership in the planning, organization, staffing, direction, and evaluation of the school library media program.

20. Develops flexible circulation, loan, and utilization policies for collections and services.

21. Plans for and directs clerical and technical staff members, student assistants, and volunteers.

22. Works with administrators to ensure that adequate funding is available to keep the collection current and meet the changing needs of the instructional program; expends the school library media budget to build a well-balanced, curriculum-related, quality collection with the assistance of teachers, students, and administrators.

23. Promotes the resources and services of the program.

24. Assumes responsibility for professional growth, including participation in education and library associations.

25. Performs other duties as assigned by the supervisor.

jsl&jkm
August 1988

## IMPLEMENTING THE GUIDELINES

There are several levels on which the new guidelines for school library media programs are implemented: (1) national, (2) state, (3) regional, (4) district, (5) building, and (6) personal.

Activities planned at the national level include a nation-wide teleconference, several receptions, an ALA (American Library Association) pre-conference, the AASL (American Association of School Librarians) President's Program, implementation workshops, a teleconference for elementary and secondary school principals, an AECT Pre-Conference Workshop, buttons, magazine articles, a speakers' bureau, a newsletter, a discussion guide, a planning guide, and others.

These same kinds of activities may be adapted and conducted at the state level. Each state has been urged to name a coordinator and develop a state plan for carrying out implementation activities. A rich variety of projects is being undertaken among the states.

The regional level has several connotations. Primarily, it means those activities conducted by the regional media centers within the various states. However, it may mean activities conducted with the purpose of influencing regional accrediting associations, such as the North Central Association and the Southern Association. It also means activities conducted by the regions of the American Association of School Librarians and the Association for Educational Communications and Technology, respectively. Each of these regions is a viable arena for guidelines implementation activities.

Plans for implementation of the guidelines at the district level are those made by the library media specialist(s) serving in districts where there is more than one school. They may be led by the district director here one is available or they may be the unified efforts of all the specialists working in a given district under a designated or elected chair.

At the building level implementation plans are compatible with district level plans, but may differ from them in any number of aspects, according to the different goals, objectives, and priorities which govern the scope and direction of the building level program.

Finally, each specialist should have a commitment to personal professional growth and development derived from the new guidelines. Whether or not one expects to be able to implement any of the guidelines, one should be in position, prepared to undertake implementation and program development activities whenever the opportunity presents itself. A checklist for personal professional development has been designed to assist individual library media specialist in these efforts.

The implementation cycle includes eight steps: (1) analyze organization, (2) gather data, (3) set goals, (4) establish priorities, (5) develop plans, (6) take action, (7) evaluate effectiveness, and (8)

revise plans. There is nothing unique about the implementation cycle. It resembles any number of problem solving models in both design and spirit. It may be applied at any level of implementation planning.

There are a number of techniques for application of the implementation cycle which are likely to increase the effectiveness with which implementation takes place.

In their work supported by a grant from the National Institute of Education (NIE-G-83-0138), researchers Frederick Wirt, Douglas E. Mitchell, and Catherine Marshall apply the ideas expressed by Daniel Elazar in American Federalism: A View from the States (1966) and later explored in depth in his Cities of the Prairie (1970) in which he identified three aspects of political culture:

1. The set of perceptions of what politics is and what can be expected from government, held by both the general public and the politicians.
2. The kinds of people who become active in government and politics, as holders of elective offices, members of the bureaucracy, and active political workers, and
3. The actual way in which the art of government is practiced by citizens, politicians, and public officials in the light of their perceptions.

Elazar's research led him to conclude that three distinctive types of political cultures exist, with consequent differences in their behavior and values. These are:

1. Traditionalist culture (TPC): Government's main function is maintaining traditional patterns, being responsive to a governing elite, with partisanship subordinated to personal ties.
2. Individualistic culture (IPC): Government is a "marketplace" that responds to demands, favors economic development, and relies heavily on the political party as the vehicle for satisfying individuals needs--hence a heavy emphasis on partisanship.
3. Moralistic culture (MPC): Government is a means for achieving the good community, or "commonwealth," through positive action; non-governmental action is preferred but social and economic regulations are legitimate and sought, parties are downplayed, and bureaucracy is viewed positively as an agent of the people.

Wirt and the others surveyed the state education policy elite for two states each representing each of the three political cultures (MPC: California, Wisconsin; IPC: Pennsylvania, Illinois; and TPC: Arizona, West Virginia). The policy elite were: a chairman and minority leader in the committees on education and education finance of both houses; governor's chief education policy aide; a chief state school officer and staff aids responsible for seven state policy areas; lobbyists for teachers, superintendents, principals, and school boards; knowledgeable observers from academia and a major newspaper.

The policy elite were presented with the following questions:

Around the country, people view government and politics in different ways. These differences may affect educational policy. Would you please give us your perceptions of how people in your state feel? Please place a "1" beside the phrase that best completes each of the following statements. Place a "2" beside the second best phrase, and a "3" beside the least descriptive phrase. Remember, we are seeking your perception of how people in your state generally feel about these matters.

1. Generally speaking, government is viewed as:
_____something like a market place, where policy demands and political resources are exchanged
_____means for achieving a good community through goal setting and program development
_____a means of maintaining the existing social order through laws and regulations

2. The most appropriate sphere of government activity is seen as:
_____economic, i.e., support for private initiative, guaranteeing contracts, economic development, etc.
_____community enhancement, i.e., public services, community development, social and economic regulation, etc.
_____maintenance of traditional social patterns and norms, i.e., setting social standards, enforcing separation of private and public sector activity, etc.

3. Government programs are generally initiated when:
_____public demand is strong and direct
_____political leaders identify community needs
_____they serve the interests of those in power

4. Governmental bureaucracies are viewed:
_____ambivalently, i.e., they are efficient but interfere with direct political control over public services
_____positively, i.e., they insure political neutrality and effectiveness in the delivery of public services
_____negatively, i.e., they depersonalize government and reduce overall program performance

5. Civil service or merit systems for government employees are:
_____accepted in principle, but poorly implemented
_____broadly supported and well implemented
_____rejected as interfering with needed political control

6. Generally, the public views politics as:
_____a distasteful or dirty business, left to those who are willing to engage in that sort of thing
_____an important, healthy part of every citizen's civic duty
_____an activity for special groups of people with unique qualifications

7. Politics is viewed as an activity for:
_____political party professionals
_____all citizens
_____members of civic, economic, family, or other elite groups

8. Political parties are seen as:
_____business organizations--organizing political interest groups; providing rewards and assigning responsibilities
_____issues-oriented groups--articulating goals and mobilizing support for programs
_____leadership recruitment agencies--providing access for individuals who would not be supported by established power holders

9. Membership in the political parties is:
_____pragmatic but loyal--the parties are coalitions of interest groups
_____subordinate to principles and issues--creating tenuous loyalty to the parties
_____based on historical family, ethnic, social, or economic ties--creating strong traditional loyalties to the parties

10. Competition among the parties is:
_____active, but not over issues or ideological principles
_____focused on issues, philosophy, or basic principles
_____primarily between elite-dominated factions within the party

11. The dominant aim of party competition appears to be:
_____winning offices and other tangible rewards
_____gaining broad support for a program or policy
_____extending the control of particular elite groups

Through this study strong support was found for the existence of political culture in the attitudes of education policy makers in the states.

The researchers went on to rank the policy influentials in all six states.

| Influence | Rank | Policy Group |
|---|---|---|
| Insiders | 1 | Individual Members of the Legislature |
| | 2 | Legislators as a Whole |
| Near Circle | 3 | Chief State School Officer |
| | 4 | All Education Interest Groups Combined |
| | 5 | Teacher Organizations |
| | 6 | Governor and Executive Staff |
| | 7 | Legislative Staff |
| Far Circle | 8 | State Board of Education |
| | 9 | Others |
| Sometime Players | 10 | School Boards Association |
| | 11 | State Administrator Association |

| | | |
|---|---|---|
| Other Forgotten Players | 12 | Courts |
| | 13 | Federal Policy Mandates |
| | 14 | Non-Educator Interest Groups |
| | 15 | Lay Groups |
| | 16 | Education Research Organizations |
| | 17 | Referenda |
| | 18 | Producers of Educational Materials |

The schedule above combines all six states. When states were analyzed individually many differences appeared confirming that state policy systems are quite complex. History, current crises, recent power shifts, and other elements contribute to many differences among the states.

## Implications for Organizational Analysis

1. The definitions of the political cultures combined with the questions may be used to identify the political cultures of other states through analytical methods or actual replication of the study.

2. Evidences of the political cultures may probably be found among district and building level policy makers.

3. Effective promotion of the school library media program should differ according to the political culture in which it is established.

   a. In a traditional political culture, emphasis should be placed on preserving the fine tradition of the school library media program.

   b. In the individualistic political culture, emphasis should be on the efficiencies and economies achieved by the school library media program.

   c. In the moralistic political culture, emphasis should be placed on the popular support for school library media programs and the role they play in providing information for community goal setting and program development.

4. The list of the policy elite may be applied in identifying the policy elite in each state in order to target them for implementation activities.

5. In recognition of the wide variation in influence among policy groups in the six states in the study, the circle of influence device should be applied to rank the policy influentials in each state, comparing it with the total for all six states as needed. Remember to view the data for all six states with caution as they was much variation among the individual states.

6. The circle of influence device may be adapted for use in identifying policy influentials at the district and building levels.

6. The policy groups identified in the circle of influence may be targeted for activities to promote the implementation of school library media programs in each state.

In gathering data about your organization state statistical records are the best sources of comparison. The Checklist and the document for comparing national, regional, state, and local guidelines should also be of assistance in identifying and assembling the kinds of data needed to promote the development of school library media services.

Be cautioned once again that not all the guidelines are of equal importance. Not all goals you set can be accomplished immediately or even within a year.

Developing a system of priorities for achieving goals is highly recommended. Priorities may be easily translated into short-, medium-, and long-range plans.

The Planning Guide and The Checklist include a form for the development of actions plans. A good action plan will have a device as assist the planners evaluate how successful they were in carrying out the plan. Application of The Checklist or The Comparison a second time is another approach to evaluation.

Finally the plan is revised and the cycle begins anew.

Prepared by Judith K. Meyers for the American Association of School Librarians and the Association for Educational Communications and Technology, 1988. This material may be copied and/or adapted for use consistent with the implementation of Information Power: Guidelines for School Library Media Programs. The American Library Association and the Association for Educational Communications and Technology, 1988.

IMPLEMENTATION WORKSHOP EVALUATION

1. What is at least one idea that you gained from the workshop for implementing the guidelines at the state, regional, district, or building level?

2. Did the workshop meet its objectives? Explain.

3. What would you have changed? (Suggestions)

   a. Presentation

   b. Content

   c. Other

4. What additional publications should be developed for the implementation of the guidelines?

5. What additional activities should be planned by the implementation task force?

COMMENTS:

# SAMPLE POLICY AND LEGISLATION TO SUPPORT SCHOOL LIBRARY MEDIA PROGRAMS

## SAMPLE BOARD OF EDUCATION POLICY - SCHOOL LIBRARY MEDIA PROGRAMS

Instruction
Policy Number 6177: School Library Media Programs

It is the policy of the Any Town Board of Education to make available to all students instruction in library media skills under the direction of a certified library media specialist. In addition all students will have benefit of a comprehensive library media program. Such program will be housed in an adequate facility, staffed by at least one full time library media specialist and at least one full time para professional.

Additional staff will be provided when warranted by the size of the school, complexity of the school's instructional program or special needs of the school.

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Business
Policy Number 3128: Budget Development

It is the policy of the Any Town Board of Education to develop the annual budget with the assistance central office administrators, building principals, program directors and program coordinators. For the purpose of this policy the following positions are specifically included in the budget development process:

Director of Athletics
Director of Curriculum
Director Library Media Services
Director of Physical Plant
Coordinator of Fine and Practical Arts
Coordinator of Guidance
Coordinator of Language Arts
Coordinator of Mathematics
Coordinator of Science

Other positions may be designated by the Superintendent of Schools as necessary.

Sample Board of Education Policies Continued

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Community
Policy Number 1375: Use of School District Instructional Equipment

The instructional equipment owned by the Any Town Board of Education is selected and purchased to meet the instructional needs of the students, teachers and administrators. Members of the community may request the use of certain instructional equipment in association with the use of school facilities. Equipment loaned to members of the community for use out side school facilities must be approved by the Director of Library Media Services.

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## SAMPLE STATE LEGISLATION: SCHOOL LIBRARY MEDIA PROGRAMS

### Title 8
### Education

Any State General Statutes

**Section 8-11g. Prescribed courses of study.** (a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety; language arts, including reading, writing, grammar, speaking and spelling; library media skills, including reference skills, database searching skills, the use of materials in print, non print and electronic formats; mathematics; physical education; science; social studies, including, but not limited to, citizenship, economics, geography, government and history; and in addition, on at least the secondary level, one or more foreign languages and vocational education.

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## Sample Federal Legislation Proposal

### Education for Economic Security Act, P.L. 98-377

Amendment to the Education for Economic Security Act, P.L. 98-377

Title II of Public Law 98-377, The Education for Economic Security Act, is amended by adding the following sections:

Section A: Objectives

In order to:
1. provide access to the widest possible range of instructional materials and methods for all students in the United States and

Sample Federal Legislation Continued

2. ensure that teachers in our schools have access to the materials, programs and equipment necessary to provide instruction for the "Information Age."

Title II of Public Law 98-377 is hereby amended to provide additional categories of expenditures eligible for funding under this act and requisite increases in allocation of funds for a period of four years beginning in fiscal year 1990. The additional categories are:

a. Costs for staffing of District and School Library Media Centers
b. Costs for the acquisition of instructional materials, print, non-print and electronic to be selected, acquired, cataloged and distributed through the Library Media Program.
c. Costs for the acquisition of equipment necessary to use the instructional materials available through the Library Media Program.
and
d. Costs to provide professional development activities for the instructional staff of local and regional school districts in the effective and efficient use of educational technology to: enhance instruction, improve access to instruction and/or improve the curriculum development process through an instructional design approach.

Section B: Funding

The additional appropriation to accomplish the objectives outlined in Section A, shall be no less than fifty million dollars ($50,000,000) nor more than ninety million dollars ($90,000,000) in fiscal year 1990. Each year there after, the Congress shall review the needs of the local school districts to determine the appropriate funding level for Title II, Section A, of the Education for Economic Security Act. In no instance shall funding be reduced below that established for fiscal year 1990 for the three (3) successive fiscal years. The total appropriation for Title II, Section A, of the Education for Economic Security Act shall not exceed two hundred seventy million dollars ($270,000,000) for the four (4) fiscal years authorized under this amendment.

Grants to local school districts will be made using the criteria established for Title II, of the Education for Economic Security Act.

Sample Federal Legislation Continued

Section C: Definitions

a. Staffing of District and School Library Media Centers: Funding for staffing shall include those direct costs for both professional and para-professional staff. The national guidelines for library media programs developed by the Association for Educational Communications and the American Association for School Librarians in 1988 shall be used as a guide for staffing patterns, staffing levels, and to determine duties and responsibilities.
b. Only materials which have had the benefit of an established review procedure may be purchased with funds under Title II, Section A, of the Education for Economic Security Act.
c. Only equipment necessary for the utilization of materials purchased under Title II, Section A, of the Education for Economic Security Act may be purchased all equipment must meet the Underwriters Laboratory and ANSI standards for safety.
d. provide professional development activities shall include but not be limited to instruction in the instructional design process, selection and utilization of instructional materials and equipment and effective use of educational technology.

AECT/AASL Information Power
Implementation Workshop

# The Impact of Library Media Programs on Student Achievement

Based Upon Research Collected By:

Elaine K. Didier, Ph.D.

Computing Services and
Kresge Business Administration Library
School of Business Administration
The University of Michigan
Ann Arbor, MI 48109-1234

# The Impact of School Library Media Programs on Student Achievement in Reading

Elaine K. Didier, University of Michigan

## PURPOSE OF THE STUDY

To investigate the relationship between public elementary students' achievement in reading and study skills and several aspects of the library media program.

- ratio of professional personnel/building
- education of personnel
- curricular role
- student access to the library media center
- instructional expenditures per pupil
- State Equalized Valuation (SEV)

## MAJOR HYPOTHESES

- Student attainment of reading and study skills will be significantly greater in districts with a full-time media specialist per building.
- There is a significant positive relationship between education of media personnel and their curricular role.
- There is a significant positive relationship between the presence of a full-time media specialist and student access to the media center.

## METHODOLOGY

- Data from a statewide survey of library media programs and personnel (85% response).
- District summaries of reading achievement scores for fourth and seventh graders on the Michigan Educational Assessment Program (MEAP), a mandatory objective-referenced test administered each fall to fourth, seventh and tenth graders.
- Financial data regarding State Equalized Valuation (SEV) and per-pupil expenditures for instruction.

## MAJOR FINDINGS

1. Student achievement in reading, study skills and use of newspapers was significantly greater at the seventh grade level in schools with library media personnel as compared to schools without.
2. Student access to the library media center was significantly greater at both grade levels in schools with professional library media personnel than in schools without.
3. The curricular role of the library media specialist was positively related to student achievement in reading at the fourth grade level.
4. There was a strong positive correlation between SEV and instructional expenditures per pupil in districts with professional library media personnel.
5. There was a moderately positive correlation between overall student achievement in reading and instructional expenditures in districts with library media personnel.
6. Districts with higher SEV and total instructional expenditures per pupil were more likely to have professional media personnel at the elementary level.
7. In schools with professional personnel, student access to the media center was inversely related to overall student achievement (percentage of high scoring students).
8. The education of the library media specialist was inversely related to curricular role and overall student achievement in reading at the fourth grade level, and to student access at both grade levels.

## SUMMARY OF THE RESEARCH

1. Research supports the finding that the presence of library media programs can be related to:
   a. the inculcation of library skills (McConnaha, McMillen, Wilson, Yarling)
   b. overall achievement (DeBlauw, Gaver, McMillen, Wilson)
   c. achievement in specific subject areas or of specific types of skills (Becker, DeBlauw, Didier, Monahan, Wilson)

2. Research shows that knowledge of library skills can be related to the improvement of:
   a. student achievement (Gengler, Greve, Hale, Harmer, McMillen, Yarling)
   b. performance on standardized tests (Gaver)
   c. grade point average (Snider)

3. Research shows that the level of library media service, as determined by the quality and size of the collection, number and education of personnel, or amount of library instruction/ program activity, can be related to the improvement of elementary and secondary students':
   a. knowledge of library skills (Ainsworth, McConnaha, McMillen, Thorne, Wilson, Yarling)
   b. overall educational achievement (Greve)
   c. achievement in specific subject areas or of specific types of skills (Bailey, Barrilleaux, Didier, Gengler, Hale, Harmer, Hastings and Tanner, McMillen, Masterton, Thorne)

4. Research shows that the level of high school library service available, as defined by the size of the collection alone, cannot be related to subsequent overall academic performance of college students (Harkin, Walker).

5. Research shows that socio-economic factors are not necessarily related to library media programs (Gaver, Wilson), although they may influence the amount of funding and utilization by various groups (Natarella).

6. Research shows that the nature and extent of the education of the library media specialist can be related to:
   a. the number and quality of library media program services provided (Gaver, Hodowanec, Loertscher and Land, Natarella, Wert)
   b. the amount and quality of curricular and instructional involvement (Hodges, Turner)

7. Research shows that the curricular and instructional roles of the library media specialist and library media center can be related to:
   a. teacher and administrator expectations (Hodges, Johnson, Mohajerin and Smith, Turner)
   b. teacher and administrator competency with media, and their attitudes toward and utilization of library media services (Blazek, Ducat, Griffin, Hsu, Newman, Rogers)
   c. students' academic ability in general and their reading ability in particular (Ducat)
   d. teachers' education (nature and extent), sex and years of experience (Griffin, Stroud)
   e. library media specialists' years of experience (Stroud)
   f. the size of the media staff (Hodges, Turner)

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Elaine K. Didier

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## V. EDUCATION OF LIBRARY MEDIA PERSONNEL

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# SUMMARY OF THE RESEARCH

1) Research supports the finding that the presence of library media programs can be related to:

| | ELEMENTARY | SECONDARY |
|---|---|---|
| a) inculcation of library skills | McMillen<br>Wilson<br>Yarling | McConnaha |
| b) overall achievement | DeBlauw<br>Gaver<br>McMillen<br>Wilson | |
| c) achievement in specific subject areas or of specific types of skills | Becker<br>DeBlauw<br>Didier<br>Monahan<br>Wilson | |

2) Research shows that knowledge of library skills can be related to the improvement of :

| | ELEMENTARY | SECONDARY | POST-SECONDARY |
|---|---|---|---|
| a) student achievement | Gengler<br>Harmer<br>McMillen<br>Yarling | Greve<br>Hale | |
| b) performance on standardized tests | Gaver | | |
| c) grade-point average | | | Snider |

3.) Research shows that the level of library media service can be related to:

| | | ELEMENTARY | SECONDARY |
|---|---|---|---|
| a.) | Knowledge of library skills | Ainsworth<br>McMillen<br>Wilson<br>Yarling | McConnaha<br>Thorne |
| b.) | Overall educational achievement | Greve | |
| c.) | Achievement in specific subject areas or of specific types of skills | Bailey<br>Didier<br>Gengler<br>Harmer<br>McMillen<br>Masterton | Barrilleaux<br>Hale<br>Hastings and Tanner<br>Thorne |

4) Research shows that the level of high school library service available, as defined by the size of the collection alone, cannot be related to subsequent overall academic performance of college students (Harkin, Walker).

5) Research shows that socio-economic factors are not necessarily related to library media programs (Gaver, Wilson) although they may influence the amount of funding and utilization by various groups (Natarella).

6) Research shows that the nature and extent of the education of the library media specialist can be related to :

a) the number and quality of library media program services provided (Gaver, Hodowanec, Loertscher and Land, Natarella, Wert)

b) the amount and quality of curricular and instructional involvement (Hodges)

7) Research shows that the curricular and instructional roles of the library media specialist and library media center can be related to:

a) teacher and administrator expectations (Hodges, Johnson, Mohajerin and Smith)

b) teacher and administrator competency with media, and their attitudes toward and utilization of library media services (Blazek, Ducat, Griffin, Hsu, Newman, Rogers)

c) students' academic ability in general and their reading ability in particular (Ducat)

d) teachers' education (nature and extent), sex and years of experience (Griffin, Stroud)

e) library media specialists' years of experience (Stroud)

f) the size of the media staff (Hodges)

# STRATEGIES AND POLICY MECHANISMS FOR INFLUENCING PUBLIC EDUCATION POLICY TOWARD IMPROVEMENT OF SCHOOL LIBRARY MEDIA PROGRAMS

It has often been said that asking the right question or identifying the right problem is the most important step toward its answer or solution. This is true for the development of school library media programs as it is in many other forms of problem solving. When we ask ourselves how are we going to implement the new guidelines for school library media programs, we come up with one set of answers. However, if we ask how are we going to influence public education policy for the improvement of school library media programs, quite another agenda emerges.

This paper is a guide to the kinds of policies which need to be changed and the types of changes which need to be made for the improvement of school library media programs. It is based on research performed by Douglas E. Mitchell, Catherine Marshall, and Frederick M. Wirt supported by a grant from the National Institute of Education (NIE-G-83-0138). In their work the researchers identified seven basis state policy mechanisms in education and surveyed key policymakers to determine: (1) the amount of attention given to the seven basic state policy mechanisms and (2) the need to give greater attention to each state policy mechanism. To these the author has added an eighth mechanism and suggests that the mechanisms are not only operative at the state level, but can also be realized at the district and building levels.

The eight mechanisms are:

1. School Finance
2. School Personnel Training and Certification
3. Student Testing and Assessment
4. School Program Definition
5. School Organization and Governance
6. Curriculum Materials
7. School Buildings and Facilities
8. Technology

## School Finance

According to Mitchell et al., policies in school finance control who pays for education, how the costs are distributed, and how human and fiscal resources are allocated to the schools. School finance ranks highest in the amount of attention given by state policy makers to give greater attention. Policy makers rank alternative approaches to financial policy as follows:

(1) equalizing the amount per child,
(2) fixing the total amount spent,
(3) targeting on special groups,
(4) offsetting burdensome costs, and
(5) financing particular functions.

State Level Implications. School library media specialists who wish to improve school library media programs by improving school financial policy might find their best strategy would be to support state legislation or regulations equalizing the amount per child. A second strategy might be to support increases

in the total amount of funding for education in the state. A third strategy might be to work toward the inclusion of funding for library media resources and services among those funds allocated for special groups of users--minority students, non-English speaking students, gifted students, special students, high-risk students, and so forth. If one were to develop a strategy for gaining funds to offset burdensome costs, probably one would choose increased staffing, library automation, networking, interlibrary loans, or other high-cost development. Likely to be the least successful of financial policy strategies would be seeking funds specifically for school library media programs.

District Level Implications. Transferring these strategies to the district level, the school library media specialist might support efforts to equalize the amount of funds allocated for each child in the district; to increase the total amount of funding available to the district; to provide library media resources and services to special groups of users; to offset burdensome costs of added staff, library automation, and so forth; and, finally, to increase funds designated specifically for school library media programs.

Building Level Implications. At the building level, the school library media specialist might champion efforts to equalize the amount allocated for each child in the building, to increase the total amount of funds available to the building, to provide funds for library media resources and services to special groups of users, to offset burdensome costs of added staff or equipment, and finally to increase funds designated specifically for the school library media program.

Comments. The district and building level strategies are not supported by research into district and building level policy making. They are based on the assumption that the same ratings might be given to approaches to school finance by district and building level policy makers as state level policy makers. They are supported by the partnership concept put forth in the new guidelines in that all imply the formulation of partnerships in support of school financial policy making.

## Personnel Training and Certification

As defined by the researchers, school personnel training and certification consists of controlling the conditions for getting or keeping various jobs in the school system. State policy makers ranked it second in the amount of attention given and first in the need for greater attention. The approaches to personnel policy were ranked as follows:

(1) pre-service certification and training,
(2) professional development
(3) accountability systems, and
(4) changing teacher job definitions.

State Level Implications. Some library media specialists who wish to improve school library media programs by influencing state level personnel policy should concentrate on improving pre-service certification and training requirements. Other strategies which might prove successful are working for inclusion in professional development programs and supporting accountability systems. The strategy least likely to be successful is that of changing teacher job definitions.

District Level Implications. To improve school library media programs through personnel policies at the district level, school library media specialists might concentrate on raising certification and training requirements for the employment of school library personnel. Involvement in district staff development programs for both teachers and school library media specialists would be another powerful approach. Supporting district level accountability systems would also be conducive to improving school library media programs would be through changing district job descriptions.

Building Level Implications. At the building level the school library media specialist might concentrate on upgrading ones own certification and training. Participating as both leader and recipient in staff development activities is also an effective way of improving school library media programs through the application of personnel policy. Lending support to accountability systems would also be a desirable way of improving building level school library media programs. The least powerful way of influencing personnel policy for the improvement of school library media programs would be revision of building level job descriptions.

Comments. As with the financial policy approaches, only those for the state level are founded in research. Hiring personnel with the highest possible qualifications commensurate with the job is both common sense and good management practice. Participation in staff development programs is one of the key concepts in the new guidelines. Support of accountability systems may be a difficult strategy for school library media specialists in that such systems are often unpopular. Nonetheless, they are very powerful approaches to improving school library media services. Changing job descriptions may serve to clarify job tasks and in many other ways contribute to the improvement of the building level program, but it is less effective than other personnel policy approaches.

## Student Testing and Assessment

Mitchell and the others define student testing and assessment as fixing the timing and consequences of testing, including subjects covered and the distribution of test data. State policy makers ranked it third in the amount of attention given and last in the need for greater attention. Approaches to testing policy as ranked by state level policy makers include:

(1) specifying test format or content,
(2) using tests for student placement,
(3) mandating local test development,
(4) using tests to evaluate teachers/programs and
(5) measuring non-academic outcomes.

State Level Implications. School library media specialists who choose to use state level testing policy as a means of improving school library media programs might best concentrate on specifying school library media skills as part of state mandated test format and/or content. Supporting efforts to use tests for student placement would also be an appropriate approach. Another positive strategy would be underwriting mandates for local test development. Working toward the use of tests to evaluate teachers and programs would also be a good strategy. Finally recognition of the use of tests to measure nonacademic outcomes would also be effective.

District Level Implications. Tests of school library media skills is a clear possibility for using testing policy to improve district school library media programs. This is particularly feasible in districts with large enough enrollments to be able to standardize district-wide tests. Such tests might be either norm-referenced or criterion-referenced. While criterion-referenced tests are currently most popular, norm-referenced tests will continue to be with us. Both have their place. The use of the tests for placement of students might also be supported as a way be which school library media programs might be improved at the district level. Placement might mean grade level placement or the grouping of students for instruction based on pre-tests and post-tests of library media. While less likely to be popular, support of the use of tests to evaluate, in part, teachers and programs, including school library media specialists and the school library media programs, might also result in improved programs. The use of tests to measure non-academic outcomes would also be effective in district level programs improvement. Such tests might include inventories of students' attitudes toward the use of the school library media center, checklists based on national, regional, and state guidelines for school library media programs, and instruments for determining teacher satisfaction with school library media programs, for example.

Building Level Implications. In the same fashion as the inclusion of library media skills in the form and content of state and district level tests are favored, school library media skills tests might be used to improve the building level school library media program. Typically, library media skills testing is done at the building level. Continued and increased applications of tests for the placement and grouping of students for instruction are suggested by this policy. Pre-and post-test are basic to instructional design in building level school library media programs. Likewise, school library media specialists often use tests to evaluate their teaching and programs. The use of tests to measure non-academic outcomes is also familiar to most building level school library media specialists.

Comments. Testing policy approaches, like the financial policy approaches and personnel policy approaches, have been researched at the state level only. The district and building level implications are based on the assumption that state level findings may be applied to both the district and building levels. Testing policy approaches pose an interesting paradox insofar as their use by school library media specialists is concerned. Most school library media specialists are quite accustomed to preparing their own tests and using that data to improve school library media programs. Most also harbor reservations about tests imposed upon them by state or district level policy. While there is an undeniable tendency for the use of tests to improve school library media programs to be unpopular, it promises to be one of the most powerful of the policy approaches. It is also one with which school library media specialists are familiar and one for which they are often delegated authority. This policy approach suggests the need for revision of the present standardized tests of library media skills and updating of their form and content to include base searching, the expanded concept of intellectual access, and other features in the new guidelines for school library media programs.

## School Program Definition

The meaning adopted by the researchers for school program definition is controlling program planning and accreditation, or otherwise specifying what schools must teach and how long they must teach it. Program definition rank fourth in the amount of attention given and sixth in need for greater attention. Approaches to program definition in order of ranking are:

(1) setting higher standards,
(2) mandating particular subjects,
(3) developing programs for special groups and
(4) changing time requirements.

State Level Implications. When school library media specialists think about the implementation of the new guidelines, they typically think of setting higher state standards, as indicated in the first program definition approach. Also, much favored by school library media specialists is the approach of mandating school library media programs, likely to be the second most successful policy approach they might undertake in the school program definition group. Developing programs for special groups suggests working toward special approaches for providing library media programs for high-risk students, special students, and others. Finally, changing time requirements is recognized as a possible approach.

District Level Implications. Few districts adopt district level standards for school library media programs in a formal way. This is an approach that might be tried more often at the district level. The next logical step would e to work toward having the district board of education mandate school library media programs for all schools in the district. This is the level at which most of our school library media programs receive their policy authorization at the present time, but it becomes an even more important strategy in districts where program decisions are increasingly left to individual principals and building committees. Often special grants or projects are developed by school districts for providing school library media services to special groups of students. This continues to be a viable way for improving programs. Finally, changing time requirements so that there is a full-time library media specialist in each school building is a widely recognized goal for many school districts. This approach might also be used to extend hours before and after school, in the evening, and in the summer.

Building Level Implications. The building level media specialist might work toward achieving higher standards for the building level program, regardless of whether efforts for improved standards on the state and/or district level are successful. The spirit of competition and the desire to establish model programs prior to district or state adoption of the standards. This is grass roots standards development. Students, parents, and teachers given the mandate, rather than the establishment. Successful building level library media specialists are always creating innovative programs for working with special groups of students. These successes have often paved the way for increased time allocations for individual building level programs.

Comments. It would be surprising indeed if we did not see action at the state, district, and building levels which apply the program definition policy approach. This is the approach with which school library media specialists are most familiar.

The improvement of programs seems inbred in the profession. While state level improvements may come slowly, there will always be individual districts and buildings making strides toward improved program definition. Indeed, here is where the building level library media specialist has the most freedom and opportunity to influence policy simply by excelling and innovating daily in the provision of resources and services.

## School Governance

School governance is defined as the assignment of authority and responsibility to various groups and individuals. It is fifth in the amount of attention given by state policy makers and third in the need for state policy makers to give greater attention. The approaches to school governance are ranked below:

(1) increasing state level control,
(2) redistributing power at state level,
(3) strengthening teacher influence
(4) strengthening administrative control
(5) increasing site level control,
(6) expanding citizen influence,
(7) altering role of local districts, and
(8) specifying student rights/responsibilities.

State Level Implications. What we see here is evidence of the current debate on who controls the schools. It is natural for state policy makers to rank increasing state level control first. Redistributing power at the state level alludes to the debates among state legislators, state board of education members, and state departments of education as to how to divide state level power for controlling the schools. Strengthening teacher influence reflects the current movement to empower teachers with more authority for improving educational programs. The strengthening of administrative control has been part of the educational reform agenda for a number of years. Site level control also has its proponents and goes hand in hand with more power for teachers and building administrators. A number of districts have experimented with various ways of increasing citizen participation in the making of school policy. Whether altering the role of local districts would end with more or less local control is debatable. Not surprisingly, student rights and responsibilities receive the least concern.

District Level Implications. School districts would stand to gain the most, and in some cases to lose, from the strengthening of teacher influence, the strengthening of administrative control, increasing site level control, expanding citizen influence, altering the role of local districts, and specifying student rights and responsibilities.

Building Level Implications. The same approaches that might strengthen district control might also end up increasing building control--strengthening teacher influence, strengthening administrative control, increasing site level control, expanding citizen influence, altering the role of local districts, and specifying student rights and responsibilities.

Comments. There appear to be no clear cut preferences among the approaches which school library media specialists might support among school governance policy approaches. The situations vary so much from state to state and district to district that the best advice one might give is for the library media specialist to be alert to the power struggles at the state and district levels and to formulate partnerships, as advocated in the guidelines, and position themselves accordingly. Beyond the school library as state legislators and state or local board members. Likewise, more of us need to aspire to administrative positions in our schools. Work as hard as we might to influence educational policy makers, it would be far more direct and effective if more of us were the policy makers and decision makers in our states, districts, and buildings. It goes without saying that we should continue to develop and uphold students' rights and responsibilities. If building and district policies do not include the School Library Bill of Rights and other similar documents which delineate the students' rights to school library media programs, action towards getting them in place is one approach toward beginning to influence some of the policy makers and decision makers of the future.

## Curriculum Materials

Curriculum materials are defined as controlling the development and/or selection of textbooks and other instructional materials. It ranks sixth among the amount of attention given by state policy makers and fifth in the need to give greater attention. Curriculum materials approaches included:

(1) specifying scope and sequence of materials,
(2) developing specialized materials, and
(3) mandating local use of materials.

State Level Implications. In states where the specifying of scope and sequence of materials takes place at the state level, it behooves school library media specialists to become active in this process. One of the key concepts of the new guidelines is the integration of library media and information skills into the classroom curriculum. Likewise, where states develop specialized materials, computer and television programs, for example, there is an opportunity for the development of materials which integrate the use of information skills in the programming. Where states mandate materials for local use, school library media specialists should work toward the inclusion of school library media and information skills materials in the milieu.

District Level Implications. The participation of the school library media specialist in district curriculum development is firmly endorsed in the new guidelines. The development and production of specialized materials is also one of the services which might be rendered at the district level. Participation of school library media specialists in the selection of materials for use in the district provides the opportunity to ensure that information skills are well represented among the district adoptions.

Building Level Implications. Participation of the school library media specialist in the specifying of scope and sequence of materials and in developing specialized materials at the building level is just as important and more likely to occur than at the district level. The library media specialist plays a key role in the development of building level resource collections.

Comments. Perhaps the curriculum materials approaches to influencing public policy are the most natural and easy to penetrate for school library media specialists. The building level specialist has not only an outstanding opportunity but also a compelling responsibility to improve school library media programs by becoming involved in these approaches. Involvement in district level curriculum materials activities follows in frequency. There is opportunity to be far more active on the state level particularly in those states which place high priority on the use of curriculum materials policy mechanisms.

## School Building and Facilities

School buildings and facilities are defined as determination of architecture, placement, and maintenance for buildings and other school facilities. They rank last in the amount of attention given to state policy mechanisms and fourth in the need for state policy makers to give greater attention. Approaches to plant and facilities are:

(1) remediation of building problems,
(2) technical review of plans,
(3) long-range planning for change, and
(4) development of new capacities.

State Level Implications. Among the plant and facilities considerations ripe for support by school library media specialists at the state level are the need for more space in school library media centers and the need for better electronic access to information. State level technical review of plans may facilitate improvements in these and other needs. In the long range, state level planners are becoming aware that much of the school building stock throughout the country is in need of replacement or remodeling. A number of school communities are beginning to feel an intense need for more space to accommodate the second wave of baby boomers and the urbanization of our farm population. As states move to meet these needs, school library media specialists need to be alert to the fact that they will have an opportunity to influence the development of school library media facilities. Likewise, new technologies and the various school reform movements indicate that new capacities will be developed for school buildings and facilities. School library media specialists need to be sensitive to these trends and their implications for facilities development, ready to become involved when states undertake various activities in response to these situations.

District Level Implications. Currently many districts are undertaking building needs survey s to remedy problems in old buildings and build new ones. The district library media director is in a position to point up shortcomings in school library media centers in the district and recommend priorities for facilities improvements. Building plans should be technically reviewed at the district level for shcool library media center implications. Long range district planning should take into account the need for improved school library media centers to accommodate the information age and the need to develop new capacities in school library media programming.

Building Level Implications. At the building level the school library media specialist needs to bring to the attention of the principal problems which need to be remedied in the school library media center. Many of our centers are approaching a quarter of a century of service and it is time for major remodeling and refurbishing. The library media specialist should review any plans for building level facilities improvements. Likewise, the building level specialist needs to be involved in any long-range planning for the building. Recommendations from building level library media specialists should also take into consideration new capacities in school library media programming.

Comments. Our country is poised for a major thrust in the remodeling of dated school facilities and the building of new ones. School library media specialists have not always seen active participation in the development of school facilities as a method of guidelines implementation. A school library building project or remodeling project is often as once-in-a-lifetime event for the school library media specialist. This situation signals the need for specialized training in school library facilities in anticipation of the event. The services of school library media facilities consultants are often helpful in these landmark situations.

## Technology

The author has taken the liberty of adding technology to the policy approaches which may be considered by policy makers at the state, district, and building levels. Technological approaches are closely related to curriculum materials approaches, and to some extent, to school plant and facilities approaches. But since they are often viewed as something distinctly different, it is reasonable to suggest that they be identified as a separate policy mechanism. At minimum, states are engaged in:

(1) Allocating large amounts of funds for technology,
(2) developing specifications for technology,
(3) developing technological networks, i.e. computer networks and television networks, and distance education networks,
(4) mandating the use of technology in the schools,
(5) specifying certification and training requirements in technology,
(6) mandating instruction in the use of technology, and
(7) developing technology-based curriculum materials.

The author has made no attempt to determine the amount of attention given technology by policy makers, much less to establish the amount of attention they might need to give it. Simply, by virtue of the fact that we are well into the technological age or the technological society and that technological change is rapidly influencing the way we work and learn, technology deserves attention as a major policy mechanism.

It seems unnecessary to specify state level, district level, and building level implications of technology. Suffice it to say, that whenever policy makers and decision makers consider the adoption of any technology at any level, the library media community must become involved in influencing the policies and decisions that are being made.

Summary

Influencing public education policy for the development of school library media programs may be strengthened by building upon research in state education policy mechanisms. These mechanisms include: (1) school finance, (2) personnel training and certification, (3) student testing and assessment, (4) program definition, (5) school organization and governance, (6) curriculum materials, (7) school buildings and facilities, and (8) technology. Careful analysis of each mechanism at the state, district, and building levels will reveal directions and suggest strategies for maximizing efforts toward implementing the new guidelines for school library media programs.

Prepared by Judith K. Meyers for the American Association of School Librarians and the Association for Educational Communications and Technology, 1988. This material may be copied and/or adapted for use consistent with the implementation of Information Power: Guidelines for School Library Media Programs. The American Library Association and the Association for Educational Communications and Technology, 1988.

# SCHOOL LIBRARY MEDIA CENTERS: RESEARCH STUDIES AND THE STATE-OF-THE-ART

Six research briefs
collected and edited

by

David V. Loertscher

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# ON CHANGE AND THE CHANGE PROCESS

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## PREVIEW AND QUESTIONS FOR DISCUSSION

Instituting a change is quite complex. However, with an appropriate understanding of change strategies, the library media specialist can be an effective change agent.

What personal processes does an individual go through when a change occurs?

How does one plan and implement a change?

What are some of the characteristics of a change which will increase the likelihood that it will be adopted?

NOTES

## Introduction

*Introduction*

Change is a vital part of American education. Through the incorporation of new ideas and methods into the educational curriculum, educators hope to improve the quality of education and thus help students to deal with their ever-changing environment. No aspect of education or any individual is immune to change. This is especially true for the library media specialist and the emergent concept of the library media center. Recent advances in technology, instructional development, and the increased availability of new instructional media and materials, have motivated the library media specialist to consider the nature of changes in the organization of the school which would be necessary to make more creative use of the library media center. In order to be an effective change agent, the LMS should be aware of change strategies and research regarding the nature of change. The purpose of this report will be to provide a synthesis of some of that research, as well as a description of specific aspects of change and the change process which should be kept in mind as the LMS attempts to initiate an educational change in the school.

*Change is an important tool in improving education.*

*LMSs can assume newer roles if the nature of change is understood.*

*This report analyzes strategies for change from research.*

Educational change is a dynamic process which has many facets. On the one hand, an educational change involves people and requires them somehow to behave in a manner different than their previous behavior. This aspect of change might be called the personal dimension. In addition, the school organization can participate to plan and implement an educational change. This dimension might be called the organizational dimension. The technological dimension of change is concerned with the way in which the very nature of the change itself will either facilitate or hinder its adoption. In order for us to develop a more informed understanding of change in the change process, let us consider the personal, organizational, and technological dimensions of change in greater detail.

*Change has three main aspects:*

1. *The personal dimension.*
2. *The organizational dimension.*
3. *The technological dimension.*

## The Methodology of Change

*Methodology of Change*

Personal Dimension. Individual change is a very personal process. Research suggests that although most people desire change, they find it difficult to change, and so may resist a specific change. Lewin[1] has conceptualized this personal dimension of change by likening an individual to a block of ice. Ice in its frozen

*Personal Dimension*

*Lewin's ideas:*

1. *Individuals can be likened to ice blocks. Change requires an unfreezing and then a refreezing.*

[1]Lewin, Kurt. "Quasi-Stationary Social Equilibrium and the Problem of Permanent Change." In W. Bennis, K. Benne, and R. Chin, (eds.), The Planning of Change. New York: Holt, Rinehart & Winston, 1961, pp. 235-238.

state remains unchanged; it is fixed, solid. The nature of ice can be changed through unfreezing. Once the ice is thawed it can be changed and molded into a new shape and then refrozen. Lewin believes that a person wishing to change must first unfreeze, modify the nature of a behavior, and then refreeze to provide stability for that behavior pattern. Lewin further believes that individuals decide in a rational manner which changes to implement and which changes to ignore. Each change has certain "driving forces" which facilitate the adoption of the change, making it more personally desirable to an individual, and also "restraining forces" which inhibit the change process and make it undesirable for the individual to adopt. In considering which change to adopt, each individual consciously or subconsciously analyzes the nature of those driving and restraining forces associated with the change and decides to adopt a change only when the driving forces significantly outweigh the restraining forces. In order to analyze the nature and potency of these driving and restraining forces Lewin has developed a technique which he calls force field analysis. This technique allows individuals to plot the nature and potency of each force and calculate the degree to which an individual change might succeed.

2. *Individuals react rationally to driving forces and restraining forces as they approach a change.*

3. *Driving forces must outweigh restraining forces if change is to occur.*

4. *Force field analysis is a technique developed to forecast personal change.*

The change process for any one individual can be quite time consuming and lengthy. Havelock[2] has conceptualized a 6-stage procedure of individual or group change. Stage 1 is that of awareness, during which an individual becomes knowledgeable about a specific change. In the next step, interest, the individual seeks more information about the change and begins to develop some positive and/or negative attitudes towards it. Stage 3 is the evaluation stage. In this stage an individual mentally evaluates the uses of the new procedure, as well as the advantages or disadvantages of adopting the procedure. Trial is the fourth stage, during which an individual actually tries out the procedure on a pilot basis. If this stage is successful, then the individual enters into the adoption stage, in which he or she adopts the new procedure and implements it fully. Once the change has been fully adopted, the individual considers it part of his or her normal routine. This total internalization is termed the integration stage. As we can see from Havelock's analysis, the process of personal change is quite complex. An individual may choose to adopt or reject a change at any one of the six stages. Not until all six stages have been successfully completed does the change become a part of the person's normal behavior.

*Havelock's ideas:*

*Change has a six-stage procedure:*

1. *Awareness*
2. *Interest*
3. *Evaluation*
4. *Trial*
5. *Adoption*
6. *Integration*

An individual may resist a specific change for many personal reasons. Research suggests that the following are quite important:

*Research shows that individuals resist change because of:*

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[2]Havelock, R. G. The Change Agent's Guide to Innovation in Education. Englewood Cliffs, NJ: Educational Technology Publications, 1973.

1. Habit. We are all creatures of habit and do not readily wish to give up the comfort and security associated with routine.

1. *Habit.*

2. Violations of norms, prestige, values, or customs. Both individual and group aspects of these variables provide structure for our life. We are unwilling to engage in a change if it requires us to alter or reject values, customs, or norms which we hold dear.

2. *Violations of norms/ values.*

3. A lack of understanding. Many individuals may lack a full understanding of the nature of the change and its implications for them, and are, therefore, unwilling to risk attempting the new procedure.

3. *Lack of understanding.*

4. A lack of skill. Sometimes individuals might seek to change but do not know how to change or have the technical skills necessary to implement a specific change.

4. *Lack of skill.*

5. A lack of incentive. Individuals may find a specific change easy to adopt but are not motivated to change because there is no reward for doing so. People do not readily change for change's sake but must perceive a real personal, financial, instructional, or organizational reason for the change.

5. *Lack of incentive.*

Although the personal dimension of change is quite involved and potentially time consuming, it need not be difficult. Individuals do change and are more motivated to change when the change process proceeds in an orderly and systematic fashion. In order for us to understand better the nature of the change process let us now consider the organizational dimension of change.

Organizational Dimension. For educational change to take place the school administration must facilitate the planning, implementation, evaluation, and institutionization of the change as well as decide whom to involve in the change process. A change effort will be more effectively implemented when it is carefully planned, implemented, and facilitated within the organizational structure of the school. The planning and implementation process for change consists of the following eight steps:

*Organizational Dimension*

*Change can take place in an organization if it is carefully planned and includes:*

1. Conduct a serious needs assessment. In this step data are collected which describe the degree to which the school is accomplishing its goals. A need exists in those areas where the data suggests a gap between actual performance and the goals of the school.

1. *A needs assessment.*

2. Identify the central problem and target group. In this step the needs assessment data are examined to determine what specific aspect of the school, its curriculum, or its instructional program needs to be changed, as well as the target group within the school that must alter its behavior in order for the change to take place.

2. *Identifying a problem and a target group.*

3. Examine alternatives. Through brainstorming, individuals involved in the change process examine all of the alternatives which could possibly be used to address the problem identified in Step 2. The attempt here is to obtain a wide selection of potential solutions to the problem.

3. *Examining alternatives.*

4. Determine organizational constraints. Each school has specific organizational constraints which limit the degree to which any one change can be adopted, or if adopted, could be effective. Examples of such constraints are political factors, economic factors, physical space, time, size of staff, and the nature of school goals and objectives.

4. *Determining constraints.*

5. Select best alternative. In this step each alternative identified (Step 3) should be examined in relationship to the constraints (Step 4) identified for that particular school. The alternative which is least affected by the identified constraints is by definition the best alternative since it allows the school to maximize its resources.

5. *Selecting alternatives.*

6. Implement the best solution. The implementation process is the very heart of the educational change. It takes into account the personal processes already described in the preceding section. Furthermore, it takes into account the necessary training which individuals might need in order to adopt the change, as well as ongoing support which may be necessary throughout the course of the change effort.

6. *Implementing solutions.*

7. Evaluate the change. Two types of evaluation are discussed in the literature. Formative evaluation is an ongoing process evaluation through which the change is periodically examined to determine whether or not the change process itself is functioning smoothly. Data collected in this formative evaluation can help make mid-course corrections in the change effort. Such corrections increase the likelihood that the change effort will ultimately achieve its goal. Summative evaluation is an end product evaluation which determines the degree to which the change effort ultimately achieved its goal.

7. *Evaluating the change.*

8. Institutionalize and maintain the change. Once a change has been adopted within a school it must be continually reinforced and institutionalized. Unless this change is continually reinforced, so much so that it becomes standard operating procedure, school personnel might seek to return to their former behavior patterns.

*8. Maintaining the change.*

Another important organizational consideration in the change process is the decision regarding whom to involve. This involvement process should begin as soon as possible and be maintained throughout the entire planning and implementation phases of the change process. Of central importance to the change process is the school principal. The administrator should be involved in the change because he or she controls the organizational structure of the school which can be used to either facilitate or inhibit the implementation of a change. The administrator is also responsible for developing a supportive change climate. In addition to the school principal the change process should involve those teachers and other school staff who will be affected by the change. This involvement is necessary in order to provide support for the change itself, to facilitate the examination of change alternatives, and ultimately to facilitate the implementation of the change. It is also possible that the school might wish to involve outside experts to facilitate the change process.

*The school principal is a key person in school organizational change.*

Research on the organizational dimension of an educational change suggests attention to the following eight areas will increase the likelihood of a change being adopted:

*Research suggests that an organizational change has a chance for success if it:*

1. Define specific goals for the change effort itself. The identification of such goals provides focus for the change process and a measure by which to determine whether the change has been implemented successfully.

*1. Has a specific goal.*

2. Define, discuss, and develop consensus regarding the nature of the change. Unless all parties involved in the change understand the true implications of the change, they will not be able to cooperate in its implementation. The time spent in developing consensus regarding the nature of the change and its implications will pay great dividends during the implementation process.

*2. Has the consensus of the group involved.*

3. Relate the change to real organizational needs and not personal bias. Unless the change is perceived as solving a real organizational need, it will not be successful. Individuals do not wish to change for the sake of

*3. Relates to the needs of the organization.*

change, but are willing to consider a change if it improves the delivery of educational services or the efficiency of the educational process.

4. Involve all people who will be affected by the change. This involvement process is essential to the successful implementation of the change. Individuals who are not involved will be less likely to support the change or alter their personal behavior.

4. *Involves all affected persons.*

5. Anticipate the personal anxiety with which all individuals approach change, and develop strategies for dealing with that anxiety. It is only natural for individuals to be concerned about the change process and the personal effects of that change. Any change strategy should anticipate this personal anxiety and develop procedures to help individuals cope with it.

5. *Anticipates and deals with personal anxiety.*

6. Provide adequate initial training and follow-up support. A one or two day workshop is not sufficient training for most educational changes. Educational change which requires major alterations in individual behavior might necessitate in-depth prior training. In addition, continued training and support throughout the change process facilitates the degree to which the change is ultimately adopted.

6. *Is accompanied by training and support.*

7. Allow adequate time for the change to take place. Change does not take place overnight. Realistic estimates of the change process should be considered.

7. *Allows time for the change.*

8. Structure appropriate feedback. Research suggests that the more feedback teachers receive regarding how they are being successful in implementing an educational change, the more highly motivated they are to continue in the change process. This feedback also assists individuals in determining whether or not they are implementing the change in an appropriate or correct manner.

8. *Provides for feedback.*

Technological Change. There are different types of educational changes. For example, a change may be directed at altering a teacher's knowledge, or the behavior of a teacher. Changes in the organizational structure of the school and/or its curriculum system are examples of additional types of change. The nature of the change itself is related to the degree to which that change will be adopted. Some changes are more difficult to adopt and take more time. Changes in an individual's knowledge or in specific organizational practices of a school are less difficult and

*Technological Change*

*The process of change can be considered as a technology.*

less time consuming than changes in individual attitudes. Furthermore, changes in attitudes are much easier to accomplish than changes in the person's behavior, or alternately, a group's behavior. An understanding of the nature of the change to be adopted will facilitate the planning and implementation of the change process itself. Such an understanding views the specific nature of the change process itself as a technology which must be adopted. The various technological aspects of this change can either facilitate or inhibit its ultimate adoption in the schools.

An examination of research dealing with the technological aspects of change indicates that a change is more likely to be adopted if:

1. The nature of the change is closely related to current educational practices or builds upon existing practices.
2. The nature of the change is closely related to the history of the school.
3. The nature of the change is related to the norms, values, and customs of the school staff.
4. The nature of the change does not dramatically threaten the autonomy or security of individuals or groups within the school.
5. The change itself reduces the current burdens, tasks, or responsibilities of school staff.
6. The change itself provides a new experience which is of interest to school staff.
7. The change is structured so that it can be readily modified.
8. The change is not expensive, and will not require large equipment purchases.
9. The nature of the change is simple rather than overly complex.

*A change is more likely to be adopted if it:*

1. *Is closely related to present practice.*
2. *Has historical antecedents.*
3. *Is related to present values.*
4. *Does not threaten security or autonomy.*
5. *Reduces work or responsibility.*
6. *Provides an interesting new experience.*
7. *Is not set in concrete.*
8. *Is cheap.*
9. *Is simple.*

Although these factors regarding the nature of the change itself are related to the degree to which the change will be adopted, they do not prohibit change. Very complex changes can be implemented, but they are more difficult, time consuming, and expensive. An understanding of the nature of the change will assist the change

agent in structuring an appropriate change process which recognizes the difficulties inherent in the change, and takes into account strategies for overcoming those difficulties.

Findings

It has been the purpose of this report to help the LMS understand the nature of change. The report has described the personal, organizational, and technological dimensions of change, and has summarized the implications of research about each of these dimensions for the nature of the change process itself. It is hoped that through a better understanding of change and the change process, the LMS can help the school make fuller use of the library media center, as well as the skills and abilities of the LMS.

*Findings*

*An understanding of the change process is a key for the library media specialist seeking change.*

## CONCLUDING REMARKS FOR LIBRARY MEDIA SPECIALISTS

1. Understand the dynamics of the change process.

2. Involve the principal, teachers, and other school staff.

3. Anticipate and deal with teacher and administrator anxiety.

4. Provide all concerned with as much information as available on the nature of the change itself.

5. Be willing to be of assistance in whatever way possible.

6. Be willing to demonstrate successful behaviors required of the change.

## CONCLUDING REMARKS FOR TEACHERS

1. Be willing to give the change a fair chance.

2. Assist in examining alternatives for the change.

3. Give honest feedback regarding the degree to which the change is being implemented.

4. Provide emotional and personal support for others involved in the change.

## CONCLUDING REMARKS FOR PRINCIPALS

1. Develop a school climate which encourages change.

2. Provide appropriate time, money, and other resources necessary to assure change.

3. Be willing to alter organizational aspects of the school to facilitate the change.

4. Help all school staff to work together to accomplish change.

5. Develop appropriate communication and feedback structures.

6. Develop and conduct appropriate formative and summative evaluations.

# A PATHFINDER TO CHANGE

## SCOPE NOTE:

In order for library media specialists to become effective change agents, they must understand the personal, organizational, and technological dimension of change. Each of these aspects has implications for the process used to implement a change, as well as the degree to which that process will be successful.

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Library media journals such as School Library Journal and Instructional Innovator are packed with ideas to try. Journals which treat change itself include Change, Planning and Change, and Phi Delta Kappan.

## HUMAN RESOURCES:

Talk over your intended changes with other library media specialists who have attempted to implement a change. University professors of educational administration have expertise in personal and organizational change. State department personnel in ESEA Title III or Title IV division might also be of assistance.

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# CITING ERIC MATERIALS

Several style manuals suggest various formats for citing ERIC documents (ED numbers) and ERIC journal articles (EJ numbers). Listed below are samples of the bibliographic citation styles used by two frequently-consulted manuals. These examples are based on actual citations from Resources in Education (RIE) and Current Index to Journals in Education (CIJE).

## A. RESOURCES IN EDUCATION (RIE)

### I. Sample Citation

**ED 282 548** IR 012 697
*Balian, Edward S.*
**Teaching Critical Thinking in the Computer-Assisted Instructional Environment.**
Pub Date—Mar 87
Note—16p.; Paper presented at the National Seminar on Successful College Teaching (11th, Orlando, FL, March 8-11, 1987).
Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Courseware, *Critical Thinking, Evaluation Criteria, Higher Education, *Instructional Material Evaluation, Microcomputers, Research Needs, *Teaching Methods
Identifiers—Software Evaluation

### II. Citation Styles Suggested by Various Manuals

1. American Psychological Association. Publication Manual. 3rd ed. Washington, D.C.: American Psychological Association, 1983.

   Balian, S. (1987, March) Teaching Critical Thinking in the Computer-assisted Instructional Environment. Orlando, FL, 1987, Paper presented at the National Seminars on Successful College Teaching, Orlando, FL, (ERIC Document Reproduction Service No. ED 282548).

2. University of Chicago Press. A Manual of Style. 13 rev. ed. Chicago: University of Chicago Press, 1982.

   Balian, Edward S. "Teaching Critical Thinking in the Computer Assisted Instructional Environment." Orlando, FL. 1987. Paper presented at the National Seminar on Successful College Teaching, 8-11 March 1987, Orlando. (ERIC Document Reproduction Service No. ED 282548).

B. CURRENT INDEX TO JOURNALS IN EDUCATION

I. Sample Citation

EJ 354 386 IR 516 843
**Social Context Variables Affecting the Implementation of Microcomputers.** McGee, Glenn W.
*Journal of Educational Computing Research;* v3 n2 p189-206 1987
*Descriptors:* Analysis of Variance; *Computer Assisted Instruction; Elementary Education; Instructional Program Divisions; *Microcomputers; Predictor Variables; *Program Implementation; Questionnaires; Research Needs; School Size; *Socioeconomic Status; Tables (Data)
*Identifiers:* Computer Selection; Dependent Variables; *Implementation Analysis

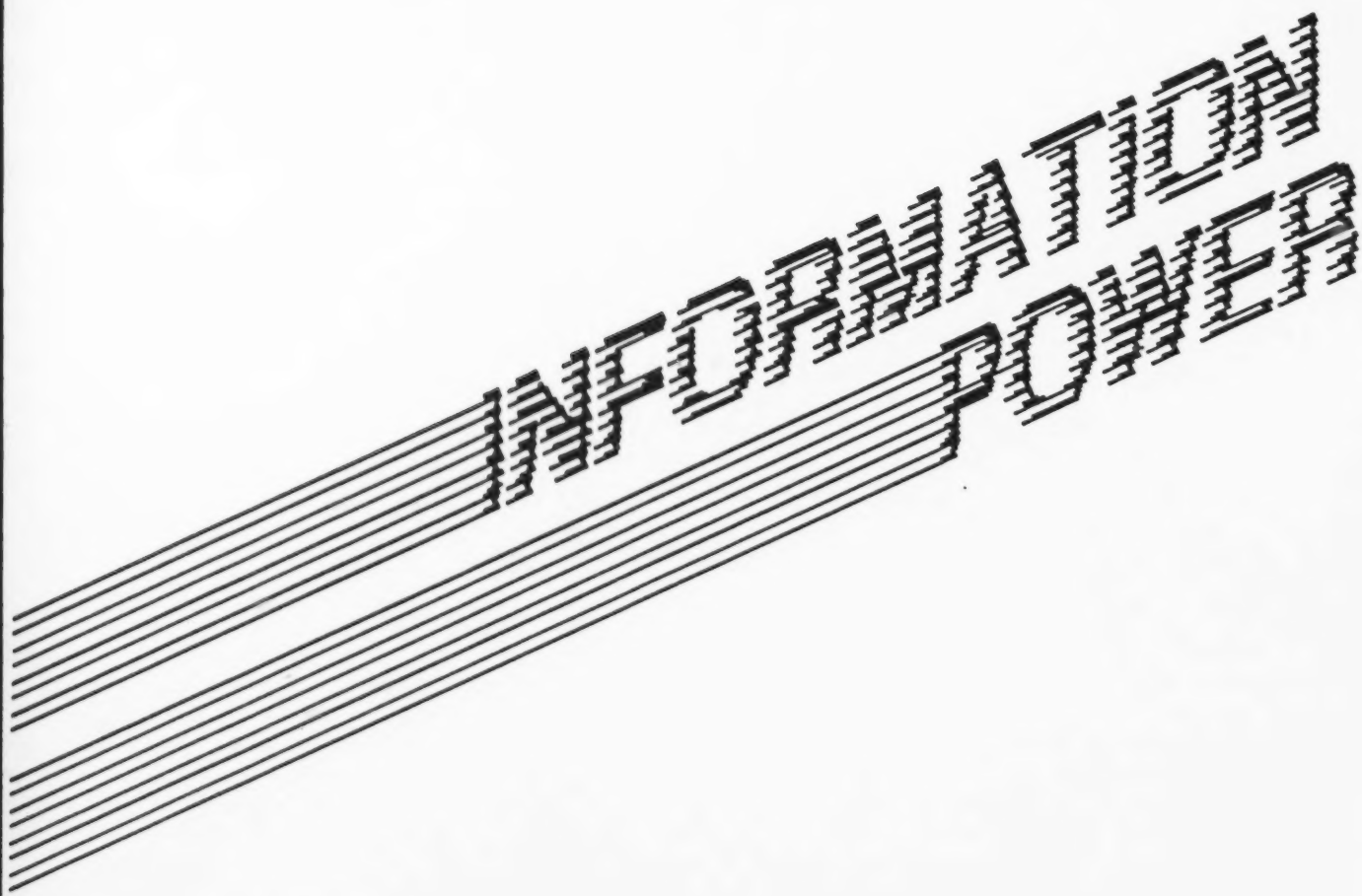
II. Citation Styles Suggested by Various Manuals

1. American Psychological Association. Publication Manual. 3rd ed. Washington, D.C.: American Psychological Association, 1983.

   McGee, G.W. (1987). Social Context Variables Affecting the Implementation of Microcomputers. Journal of Educational Computer Research, 3 (2), 189-206. (ERIC No. EJ 354 386).

2. University of Chicago Press. A Manual of Style. 13th rev. ed. Chicago: University of Chicago Press, 1983.

   McGee, Glenn W. "Social Context Variables Affecting the Implementation of Microcomputers." Journal of Educational Computing Research 3 (1987): 189-206 (ERIC No. EJ 354 386).




# Public Relations For School Library Media Programs

# PUBLIC RELATIONS FOR SCHOOL LIBRARY MEDIA PROGRAMS

## Why do we need to communicate about school library media programs?

*To inform the public about school library media programs.

*To develop support for school library media programs.

*To develop an awareness of the importance of access to information in a democracy.

*To improve partnerships with parents, teachers, and administrators in meeting the information needs of students.

*To evaluate the effectiveness of school library media programs.

*To increase utilization of library media resources.

*To gain acceptance of new and innovative programs.

*To increase interest and understanding of school library media programs.

## What are some of the major activities in a public relations program?

*Opinion Research

*Product Promotion

*Publicity

*Lobbying

*Public Affairs

*Fund Raising

*Membership Drives

## What are the major requirements of successful public relations programs?

*Be honest.

*Be clear.

*Be factual.

*Be timely.

*Be sincere.

*Be direct.

*Be understanding.

*Be positive.

What are the steps in developing a public relations program?

1. Assess needs.
2. Target audiences.
3. Involve citizens and staff.
4. Develop goals--long-, medium-, and short-term.
5. Plan activities.
6. Select media.
7. Construct a timeline.
8. Plan budget.
9. Implement plans.
10. Evaluate program.

Who do we need to reach with our public relations programs?

Internal

- Board of Education
- Students
- Staff
- Parents

External

- Taxpayers
- Ethnic Groups
- Service Groups
- Social Groups

Patriotic Groups

Alumni

Women

Youth

Civic Groups

Philanthropic Groups

Educational Groups

Religious Groups

Political Groups

Professional Groups

Labor Unions

Government Agencies

Medical Groups

Realtors

Police and Fire Departments

Other Educational Institutions

Other Libraries

Senior Groups

Business and Industry

Who makes up community opinion?

1. Opinion leaders
2. Prime movers
   a. Major employers, landowners, taxpayers, top public officials and wealthy "first" families.
   b. Corporate, commercial, and small-business executives, including attorneys, and contractors.
   c. Civic-activity officials, editors, columnists, commentators, lesser city officials, public relations and association executives.

d. Small business managers and various professionals like ministers, teachers, personnel directors, social workers, accountants, factory managers.

3. Independents

4. Dissidents

How do we assess what our publics need to know about school library media programs?

Anecdotal Information

*Keep telephone logs.

*Clip newspaper articles, ads, letters to the editor, editorials.

*Summarize radio and television reports.

*Note contacts with parents and citizens where the conversation centers on school library media programs.

*Collect letters, survey, and other materials which deal with library media issues.

Surveys

Written

Phone

Individual Methods

Interviews

Conferences

Panels

How may we involve others in our public relations efforts?

| | |
|---|---|
| Art | Illustrations, drawings, diagrams, cartoons, layout |
| English/Journalism | Press releases, copy, newsletters, pamphlets |
| Industrial Arts | Visual displays |
| Foreign Language | Translations for minority groups |

| | |
|---|---|
| Music/Dramatics | Public programs, performances |
| Home Economics | Refreshments, costumes |
| Business Education | Typing, data processing, layout, duplication |

What media are available for public relations communications?

| | |
|---|---|
| **Publications** | |
| Letters | 1-2 weeks |
| Flyers and newsletters | 1-4 weeks |
| Pamphlets and booklets | 2-6 weeks |
| Newspaper inserts | 2-6 weeks |
| Report Card Enclosures | 1-4 weeks |
| Annual Report | 1-4 weeks |
| **Public Meetings** | |
| Conferences and informational gatherings | 2-6 weeks |
| Presentations | |
| Panels | |
| Discussions | |
| Meetings involving meals | 4-8 weeks |
| Large programs | 6 weeks-6 months |
| **Mass Media--Newspapers, Radio, Television, Magazines** | |
| Press releases (standard) | 1-2 weeks |
| Press releases (special events) | 1-4 weeks |
| Public Service Announcements | 2-4 weeks |
| Advertising | 2-6 weeks |
| Wire Services | 1-4 weeks |
| **Visuals** | |
| Posters and bulletin boards | 1-2 months |

| | |
|---|---|
| Free-standing displays | 2-6 months |
| Slide shows and video tapes | 1-6 months |
| Billboards | 2-4 weeks |
| Spoken Word | |
| Speakers' Bureaus | 1-6 months |
| Telephone Newslines | 1-4 weeks |
| Telephone Hotlines | 1-2 weeks |
| Telephone Answering Machines | 1-2 weeks |
| Public Address Systems | 1-4 weeks |
| Grapevine | Anytime |
| Special Events | 1-6 months |
| Open Houses | 1-4 weeks |
| Tours | 1-4 weeks |
| Receptions | 1-4 weeks |
| Contests | 1-4 weeks |
| Performances | 1-2 months |

What are the goals of mass media?

*To inform.

*To advise.

*To entertain.

*To make a profit.

What do you need to keep in mind when you contact the media?

*Don't be afraid to approach the media with an issue or a story idea.

*Remember, they are doing a job. Try to make it easier for them by maintaining open lines of communication.

*Access to the media is access to the public. The story they use is shaped by the information you provide.

How do you make contact with the media?

*Press Release. A memo to all media, alerting them to an event. The advisory should contain a description of the program, the time, location, participants, a contact name and phone number so the media can get more information if they require it. This advisory should be sent out at least three to five days before the event.

*United Press International (UPI) Daybook and the Associated Press (AP) Calendar. Published Monday to Friday by the major wire services, these publication carry short accounts of breaking stories and upcoming activities like press conferences, conventions, speeches, and hearings. To get an event listed, submit the item at least three to five days in advance. The best way to do this is by sending the wire services a copy of your press release. Then, follow up with a telephone call. Address materials to "Daybook Editor," or "Calendar Editor."

*Phone Reporters. Calling a reporter or a news outlet is a good way to remind them of an event or announcement. Speak to a reporter or assignment editor and immediate tell the person your name, organization, job title, and reason for calling. Try to keep the call interesting while maintaining a professional tone. If you don't make the event sound important, the reporter won't think it is. Make sure when you call that you have a good understanding of the information. Always end the call with a "thank you."

Start with your entire media list and send press releases to a specific writer, a department editor, or the assignment desk. The assignment desk, in most cases, decides what is "news." The assignment editor filters through all the potential news stories each day and then sends a reporter to cover the events.

Another way to generate media coverage is to send information to different reporters and editors at the same news outlet. By doing this, you are trying to arouse interest in more than one person and are more likely to get news coverage.

How do you develop a good relationship with the media?

*Call to arrange individual meetings with reporters to introduce yourself and provide background information about your school library media program.

*Distribute business cards to all media contacts so they know where to reach you.

*Establish a pattern for continuous and routine contact.

*Invite reporters to school library media activities.

*Provide tip sheets that contain story ideas on the school library media programs.

*Be familiar with the types of stories each outlet covers, and look for angles that will fit the media's need for news.

*Take advantage of breaking news on topics related to the education and libraries. Contact the media immediately by telephoning and by sending a news release with your comments.

*Provide background materials like fact sheets, photographs, and biographies of persons, involved, statistical data, and copies of speeches. These materials help reporters do their jobs more efficiently and help you get more complete and accurate coverage.

What do you need to know about deadlines?

Respect deadlines. Reporters and editors work under tight deadlines. Learn what these deadlines are, and unless there is an important breaking story, make sure you contact the media well in advance. Reporters' schedules are made ahead of time, so you must plan to be on their agendas.

Although deadlines may vary with different news outlets, the following guide may be helpful:

*Morning Newspapers:

--General news--4:00 p.m., the day before publication.

--Late-breaking news--8:00 p.m. the day before publication.

--Major late-breaking news--11:00 p.m., the day before publication.

*Evening Newspapers:

--General news--anytime the day before publication.

--Late-breaking news--7:00-9:00 a.m., the day of publication.

--Major late breaking news--11:00 a.m., the day of publication.

*Sunday Edition of Newspapers:

--General news--saturday noon.

--Section news and features--5:00 p.m. the Wednesday before publication (these sections are preprinted).

***Weekly Newspapers:**

--two or three days before publication.

***Wire Services:**

--Anytime. Weekdays during regular business hours are best.

***News Magazines:**

--A week in advance for weeklies and a month in advance for monthlies.

***Other Magazines:** women's, health care, business and financial.

--Three to six weeks in advance for weeklies and two to three months in advance for monthlies.

***Television:**

--Four to six hours in advance of newscasts. TV reporters are busiest in the late afternoon before evening newscasts.

***Radio:**

--Two hours in advance of newscasts. Many radio newsrooms have hourly news deadlines. At smaller stations, reporters tend to work during the early morning and afternoon.

What's news?

Sometimes, what you think is "news" is not seen that way by the media. Use this list to help develop stories that may be covered by the press:

Take positions on important library and education issues.

React to decisions by other organizations.

Adapt national reports and surveys locally.

Develop a community outreach program.
Conduct a poll or survey.

Make an analysis or issue statistics.

Create special fundraising projects for the community.

Hold a special event.

Attend or conduct workshops and conferences.

Form and announce the names of a committee.

Announce and appointment.

Plan a conference.

Issue a report.

Honor volunteers.

Tie into a well-know "day" or "week."

Present an award.

Arrange for a testimonial, a guest speaker at a meeting or conference.

What special opportunities does television provide?

Television provides the greatest media opportunity to reach a mass audience. Many different types of television programs offer potential for airing your message:

*News broadcasts

*Public affairs programs

*Talk shows

*Editorials

*Public service announcements

*Feature segments

Watch these programs to become familiar with the reporters and anchors, their interviewing styles and the types of stories they prefer.

What are the special news requirements for television?

*There must be a visual component to the story.
*The story must be available in time for that day's newscast. Inform TV news departments of scheduled events well in advance, and hold them early in the day whenever possible.

*TV news must be condensed to a few concise phrases. Plan what you want to say before getting in front of the camera, and keep comments brief and to the point.

What should you remember for a television appearance?

Preparation

In advance, review or think of questions you might be asked. Organize answers to anticipated questions. Define your viewpoint, and be sure of the facts.

Clothing

Wear clothes in which you feel comfortable, but avoid patterns or designs that might prove visually distracting. Most people check their appearance standing in front of a mirror, but many interviews of conducted seated. How does that outfit look when you are in a chair?

Wear the colors that look best on you.

Men--A black suit may look nice on formal occasions, but the viewer at home will see the image of a wealthy corporate executive. There is nothing wrong with gray, tan, blue, or any lighter color. A solid-color sport jacket is fine. A blue shirt is no longer mandatory, but if it complements the suit--fine.

Women--Tailored suits in solid colors or simple patterns are best. Brighter colors are fine for suits and shirts. Avoid black or white. Avoid too much pattern or too much fabric--ties or ruffles are fine, but keep them small and simple. No flashy or noisy jewelry;.

Makeup

Only the big stations or networks employ makeup artists, so practice before, under the supervision of someone who knows what he or she is doing. Moderation is the key. Even men find some makeup helpful. A light touch of medium "pancake" can cover up a shiny nose or forehead, cover a heavy beard, and eliminate shadows under the eyes.

Glasses

Glasses are no problem unless they are large or contain thick lenses that reflect the light. If you are comfortable without the glasses, take them off--but not if you have the look of someone who wears glasses and has just taken them off.

Personal

Project enthusiasm and energy since apathy produces an apathetic audience and a dull broadcast. Television is a pictorial medium. It makes its greatest impact through visual impressions. Success can be as much a matter of impression as substance.

Posture

Sit erect. Lean slight toward the host. Crossed legs or ankles give a neater, more relaxed appearance. Keep your hands out of the way. Avoid unnecessary gestures or movements.

Where to Look

Forget the camera. Look at the interviewer most of the time. Many people fail to make their point because they are looking around at the lights or camera or staring off into the distance. If you must avert your gaze for some reason, try to look down slightly, thoughtfully. Remember, if more than one person is being interviewed, the camera may be on you even though someone else is talking.

Credibility

It comes through in the tone of your voice, your posture, and your facial expression. Other factors include the accuracy of your information, commitment, enthusiasm, and sincerity. Credibility is important since viewers tend to remember general impressions more than specific points.

Questions

Diffuse highly charged questions by relaxing, restating the question and eliminating disparaging words and references. If you don't know the answer to a question, say so. Remember you are on TV not only to answer questions, but also to register your viewpoint in a positive, forthright way.

Answers

Keep answers short. That is very essential with mike-in--the-face, mini-cam interviews that are very fast-paced and subject to heavy editing later. In those interviews, try to speak in what the trade calls "sound-bites," short, pithy, substantive phrases, for 20 to 30 seconds at the most.

On a talk show, get involved. You are there to have a conversation on a subject of mutual interest. Simply answering questions may not convey what you have to say.

In all interviews, remember you are trying to reach people who are largely without any technical background. Therefore, avoid professional jargon or technical or legal explanations.

When you have said what needs to be said, stop. If the interviewer waits for you to go on, you may wish to give an example illustrating an earlier point you tried to make. Don't restate what has already been said, or you may say something you'll regret.

If asked a negative question, respond briefly, and quickly follow with something positive. If the interviewer asked if the answer is "A" or "B" when neither is correct, it is fine to say, "Neither one of those, but I can tell you what the answer is."

Interruptions

Television is a medium of interruptions. There are two kinds:

1. Being interrupted for not answering the questions asked.

2. Being interrupted because the time is up. If you have made your point up front in a concise manner, this won't happen.

What opportunities are there in cable television?

Cable television is becoming widespread and offers unique opportunities for public relations.

*Find out what rights of access you have to the are cable system and determine whether you can use the cable company's production facilities if there are none available in your school.

*Look into the kinds of programming best suited to your needs. A regular weekly program might be appropriate, or you might benefit from a regular calendar-of-events listing.

*Because local cable television rarely has large audiences, be sure to publicize appearances with flyers, in newsletters, and by word of mouth.

How can you take advantage of opportunities on radio?

Most radio stations tailor their programming to very specific and different audiences--from country to classical music lovers, from rock and roll fans to all-talk enthusiasts. In recent years, many stations have expanded their news coverage and provided more air time for talk shows and call-in programs on community interests and controversial issues. This provides a better opportunity to communicate through radio by matching your message to the stations audience.

*Notify radio stations of events through news releases

and recorded statements.

*Write news releases for radio in a style for on-the-air delivery.

*Provide tape-recorded interviews.

*Offer a spokesperson to participate in talk shows or community affairs programs to talk about library and education issues.

*Take advantage of public service announcements and community affairs programs to talk about issues of interest that affect your community.

*When necessary, but 10-, 30-, or 60-second announcements to ensure that your message is accurately aired on important matters.

What are some tips for talking on radio?

*Before any appearance, talk to the host. Find out the host's needs and how the host plans to conduct the program.

*Follow the host's lead.

*Avoid answers that are merely "yes" or "no." On the other hand, don't give long, windy answers.

*If notes are needed, by all means have them available.

*Be aware the microphone picks up everything that happens near it--sighs, rustling papers, coughs, silence.

How can we use PSAs?

Free air time for public service announcements (PSAs) is available on television and radio to community organizations. These messages must contain information beneficial to the community and must not include controversial or self-serving material.

*Contact the public service directors at the television and radio stations serving your area and meet with them personally to find out their PSA requirements (preferred length and format).

*Determine whether the station can help produce PSAs for you--many will!

When writing public service announcements:

*Use short, upbeat sentences.

*Tell how this information can help the viewer (listener).

*Ask for action.

*Tell the viewers (listeners) where they can go and what they can do.

*Tell the viewer (listener) to contact you for more information, and include your telephone number.

*Fit your message into the time slot:
--10 seconds (25 words)
--30 seconds (75 words)
--60 seconds (150 words)

*Provide the station with copies of the PSA to listen to or view, plus:
--Scripts of the spots for someone to read.
--Background material on the issue.

*Tell them when you would like the spots to start and finish airing.

*Stay in touch with the station and thank them for airing your spots.

<u>How can we take advantage of public affairs programming on radio and television?</u>

Public affairs programming takes many forms:

*Interviews.
*Documentaries.
*Panel discussions.
*Editorial comments.

Public affairs programming is usually a combination of news and community service material.

1. Prepare an editorial for the station to present.

2. Submit an editorial response to an opinion by the station or another community group.

3. Propose a panel discussion or debate on a library media issue. Possible participants would be:

   *Administrators
   *Board members
   *Parents
   *Students
   *Business leaders or members of the financial community

*Government officials
*Leaders of civic, religious, or community groups

4. Ask the station to sponsor a volunteer-of-the-month segment during local news programming, then provide information or volunteers for them to interview.

How do we make an editorial response?

1. Monitor local news programs and newspapers regularly so you know the issues and are aware of any negative editorials.

2. If you hear an opinion you wish to respond to, first get a copy of the negative opinion to learn the exact wording.

3. Contact the station's news or editorial director to discuss your interest in responding and to get the details and restrictions for a response (including the restrictions on time or length and on how quickly it must be submitted.)

4. Research, draft, and reword your response.

5. Find out if the stations will present the response or if you are supposed to supply your own spokesperson. (See tips on media appearances.)

6. Submit the response to the stations, with a cover letter introducing your organization and its viewpoint. Include background materials on the organization and phone numbers at which a spokesperson can be reached at all times.

7. Follow-up with a phone call to be sure the materials are being reviewed.

8. Be courteous and professional at all times.

How may we take advantage of opportunities in the newspapers?

Newspapers provide in-depth coverage of stories and are particularly good for reaching decision-makers who are interested in more than "headline" news that is available on television and radio.

*In addition to regular news and features, newspapers print editorials, commentaries, letters to the editor, investigative reports, and opinion columns.

*Newspapers have larger staffs to cover news.

*They spend more time learning and explaining complex

issues.

*They appreciate all the documentation, facts, and figures you can provide.

*Since newspapers are in print, stories can be clipped, saved, and used for other audiences that may have missed the initial publication. For example, they can be used in internal newsletters and newspapers or attached to news releases.

**Letters to the editor** should be reserved for important issues. They should be thoughtfully prepared and based on fact, and should be between 100 and 400 words in length.

**Editorial board meetings** should also be considered to meet with editors directly, to present your positions, to encourage editorial support or to discuss unfair treatment. The best scenario is to meet before the paper takes a position on a given issue. Present your side and shape the board's opinion in your favor. Remember, the staff of the newspaper would rather hear positive input before an editorial appears than complaints afterwards.

How do we conduct an editorial board meeting?

1. Arrange the meeting

*Call the editorial department to get the name of the editorial page editor and to see if there is an editorial writer who is assigned to or interested in your issue. (Small papers may have only one editorial writer--often the editor. Large papers may have a staff of five to ten editorial writers.)

*Submit a letter to the appropriate members of the editorial staff. State the issue and your desire to meet with them. Be sure to stress why the issue is timely and to explain the local angle. Include background on your organization, contact names, and phone numbers.

*Follow-up with a telephone call to restate your position and interest in the meeting.

*Be courteous and professional at all times.

2. Prepare for the meeting.

*The typical editorial board meeting usually includes two or three members of the newspaper's staff. Often included are the editorial editor, and editorial writer, and the general reporter assigned to issues, e.g., the education writer.

*Your representative at the meeting should include only those necessary to present your case. Do not arrive with a war party. Select those who will make the best spokespersons for your organization.

3. Know the issue and the reporters.

*Know all the side, and the pros and cons.
*Know the latest news on the issue.

*Know how this newspaper has covered the issue in the past and who wrote the stories. (Often you may find you like or dislike the way one particular reporter or editor handles the issue. In this case be prepared to note the discrepancies in the paper's coverage).

4. Prepare arguments in advance.

*Stress the one or two key points that will make the biggest impression.

*Focus on local issues and angles.

5. Be courteous and professional. Unless you have already long-established feud with the paper, don't treat your first meeting as a heated debate. This is the time to politely state the organization's case and research the paper's standards on the issue.

Weekly newspapers are a major source of information for people outside metropolitan areas. It is generally easier to place stories in these publications, which include local weeklies. Once these stories have been published, copies of them can be circulated to other sources.

How can we take advantage of the opportunities in magazines?

Local and regional magazines offer many of the same advantage as newspapers: larger staffs, more time and space to devote to your story, and a printed product that can be saved and reread. Most magazines (except news weeklies) tend to look for even greater perspective and analysis of events and issues, rather than straight news reporting.

*Stories of interest to magazines include:

--Profiles of library users and library media specialists.
--Trends.
--Exceptional performance in some areas.

*Most magazines work with lead times of several months or longer.

*Concentrate your story placement efforts on regional, state or city publications rather than national magazines, unless the story is of national interest.

*An article in special interest publications, or in trade or professional journals reaches specific, key audiences than can be important to your organization. Tailor each story to the specific audience when approaching such publications for coverage.

How do we use a wire service?

Wire services, such as the Associate Press (AP), gather news and provide stories for other media.

*A story place with a wire service can appear in print or be broadcast through your area or across the country.

*Wire service bureaus are typically located in larger cities, but they frequently use "stringers" (local reporters) to cover news in other areas.

*Be sure all publicity materials go to the nearest wire service bureaus and/or their local stringer.

*Associated Press also has radio bureaus that transmit stories to stations regionally and nationally.

*File a story with a wire service by telephone to give them announcement or brief comments about the story.

**National Wire Services** include:

*Associated Press.
*United Press International.
*Reuters.
*PR wire services.

State News Services also operate around the country and include state radio networks:

*Consult a local press directory to determine the names of local news services and the issues they cover.

How does one prepare a news release?

Although reporters and editors rarely admit it, much of the news that is printed or broadcast originates with news releases. New releases should give the reporter or editor an idea for a story. The release is also your basic tool for generating publicity. It is a powerful public relations tool. It can serve several different functions:

*To publicize your issue or a story.

*To provide background information of your news event.

*To announce an upcoming activity.

The well-prepared news release must follow some stringent guidelines or it will end up in the editor's trash can along with scores of other he or she receives each day.

The Lead. As you know, the first paragraph or two of a news release (the lead) must answer the "five W's" and an "H"--who what when where, why, and how. This important information must be prominently placed to grab the editors' attention. They don't have time to wade through the entire release to get all these facts.

The Body. a release should follow an "inverted pyramid" format, with information appearing in the order of its importance. The inverted pyramid allows an editor to easily cut the story as needed without losing the most important facts.

*Use simple words.

*Alternate short paragraphs with longer ones.

*Use important words to start each paragraphs--avoid beginning with A, An, or The.

*Write in the third person.

*Identify persons mentioned in the story by using their full names and positions.

Hints.

*Make it no longer than two double-spaced pages.

*Use short sentences and paragraphs.

*Make certain facts are absolutely accurate.

*Check for proper spelling of names.

*Avoid jargon and technical terms, or explain them if they must be used.

*Don't use initials without indicating what they stand for in the first reference.

*Write factually and objectively--avoid editorializing and using adjectives.

*Insert pertinent quotes from officials, volunteers, students, teachers, or staff.

*Obtain a wire service "style book" available at local bookstores for details on punctuation, capitalization, abbreviations, titles, and so forth that are acceptable to most media.

*Type the release on one side of 8-1/2" x 11" plain white paper or the organization's news release letterhead.

*Double space and leave wide margins (for editor's notes).

*The top of the release should include:

1. The organization's name and address.
2. The name and telephone numbers (home and office) of the media contact and when they can be reached.
3. The date and time for the story's release (For Release 9 a.m., April 2, 19__, or For Immediate Release).
4. A short headline that describes the content at a glance.
5. Center the headline in all capital letters.
6. A "dateline" to begin the first paragraph indicating where and when the story was released (Wichita, August 19).
7. When there is more than one page, type "-more-" at the bottom of each page except the last.
8. "Slug" each additional page with a page number and identifying line (Information Power, Page 2).
9. End release with the marks "###," "-30-," or "-END-."

**Photos/Slides**

An interesting photograph-0-a short from a special event or portrait of a person quoted--can enhance your coverage.

*Use black and white glossies (at least 5" x 7" for newspapers and color slides for television.

*Include a "cutline" (a short, typed caption) with any photo. It should identify the main figures (left to right) and describe the activity.

*Tape the caption to the photo so that it hangs down from the print. Do not write on the photograph.

*Use photographs to show what the press release only

tells.

*Use photographs in which individuals can be identified; avoid mass scenes where most faces are blurred.

**Broadcast Releases**

Broadcast releases should:

*Be triple-spaced.
*Be written to be easily read aloud.
*Spell difficult names phonetically for pronunciation.
*Be more brief than a release for print media.

**Pitch Letters**

When a story is interesting but not "hard news," you can approach the media with a "pitch" letter to interest editors or news directors.

In writing a pitch letter:

*Immediately explain why you are writing--don't waste words.

*Summarize the most important information in one paragraph before going into other details.

*Keep the letter short--no more than a page.
*Explain why the publication's or station's audience would be interested in the story.

*Include a few interesting, "eye-catching" details.

*Suggest possible approaches to the story.

Follow-up the pitch letter with a telephone call to determine the editor's or news director's interest in the story idea.

<u>How do you hold a news conference?</u>

A news conferences is an excellent mechanism for announcing important future events or a new service to the community; launching fundraising campaigns; providing new information on a previous news story; or releasing the results of a study or survey.

The key to a successful news conference is to make sure you really have important news to announce. If you "cry wolf" too often with "no-news" conferences, the media may not turn out when you do have something important to say.

**Notification**

*Send a news release to every community news outlet three to five days before the event. (In urgent situations, notification can be handled by telephone.)

*Direct the release to assignment editors, news directors, and reporters, giving them the date, time, place, and topic of the conference.

*Schedule the conference to coordinate with media deadlines.

*Make follow-up calls the day before the conference, urging reporters to attend.

**Logistics**

*Select a location and room for the press conference. The library may be a good site.

*A familiar public place will do. Try to pick a site that relates to the news story.

*Choose a room that is large enough to accommodate the media, cameras, and other equipment.

*Make sure there are plenty of two- and three-pronged electrical outlets for reporters' equipment (lights, recorders, typewriters).

*Provide a lectern that can hold several microphones.

*Provide chairs for reporters, namecards for speakers, and an easel for visual aids.

**Visuals.** Almost all news conferences should offer visual presentations for television cameras and print photographers.

*Display visuals prominently near the front of the room for easy reference by the speakers.

*Keep visuals clean and simple. Remember, the visual may receive only two or three seconds of actual TV time.

*Use colorful charts and graphs to demonstrate goals you have set and achieved.

**Materials.** Media kits should be prepared for reporters attending the conference ( and to deliver afterwards to those who do not attend). They should include:

*A copy of the spokesperson's statement.

*A news release detailing the topic.

*Biographical information and photos of the speakers.

*A fact sheet or brochure about the program.

*Reproductions of charts or graphs used.

**Preparation of Speakers.** Before the news conference:

*Review the issues with the speaker(s).

*Take the role of a reporter and ask the spokesperson those difficult questions that may arise.

*Have other officials attend the news conference to provide expert information and moral support.

**Hints.** In conducting the news conference:

*Double-check the conference room about an hour before the event to make sure everything is set.

*Unlock the room and set up chairs.

*Provide a media sign-in sheet so that you can follow-up and make further contact.

*Consider serving modest refreshments.
*Start the conference on time; limit it to 30 minutes.

*Have the media liaison or PR committee introduce the speakers.

*Conduct a question-and-answer session after the statement/conference.

*Have a room available for follow-up interviews.

**What happens if the media fails to show up?** Sometimes, even the most organized press conference can fail to attract any media outlets. Although a no-show press conference may be disheartening, don't let it discourage you. Everyone has had this happen at least once. Instead of wondering what went wrong, bounce back and try again:

***Call** the stations and newspapers to inform them of all the issues that were discussed at the conference. See if you could set up an interview over the phone or at the studio.

***Make sure** all the media outlets receive a press kit.

<u>How do you respond to media inquiries?</u>

At times, reporters will contact you for information or opinions for a story.

*Learn the reporter's name and organization, the topic of the story and the specific questions before responding.

*If you don't have the information readily available or if you need to consult others about an appropriate response, ask for the reporter's deadline and arrange to get back with the answer.

*When you cannot meet the deadline, be sure to call and explain.

*Anticipate touchy, hostile question.

--Answer them as fully as possible.
--Convince the reporter of your point of view.

*Consider all statement as "on the record."

*Politely decline requests for information that is not for public disclosure with an explanation.

*Keep notes or a record on all media inquiries and interviews.

MEDIA INTERVIEWS AND APPOINTMENTS

Station/Paper:_____

Address_____

_____Zip_____

Phone_____

Show/Story_____

Contact_____

Host/Reporter_____

Interview/Recording Date_____

Press/Air Date_____

Representative_____

Location of Interview_____

Other Information_____

How do you respond to media errors?

More often than not, the best response to an error in the media is to do nothing. Errors that seem important to your organization may mean little to the media or the public.

*If a mistake is serious or likely to be repeated in future stories, set the record straight with a friendly nonjudgmental call to the reporter.

*When a phone call to the reporter is not enough, you can:
--Write the reporter.
--Write the editor, not for publication.
--Write the editor, for publication.

*Keep replies positive, calm, and precise to set the record straight without alienating the media or sounding defensive.

What about paid advertising?

Control is the major advantage of paid advertising. When you pay for broadcast time or print space, you can say how and when your message is used.

*The cost of advertising production and placement can be high. Make sure advertising dollars are used effectively by selecting media that reach audiences most important to you. Investigate media "demographics"--the age, sex, income level, occupation, and so forth of the audiences.

*Print ads have greater permanence than broadcast ads. They can be saved, reread, and shown to others.

*Print advertising allows more space and time for greater detail.

*Illustrations can increase the effectiveness of ads if they create and hold interest in your message.

*Radio has an advantage in allowing short production and lead time.
*Radio advertising costs--production and air time--tend to be lower than newspaper or television, but television and newspapers usually reach more people.

What is the basis of successful of message design?

The KISS principle--Keep It Short and Simple.

What are some other pointers for designing written messages?

*Target remarks to audience.

*Involve reader by eliciting response.

*Personalize the text.

*Keep language informal.

*Avoid jargon.

What are some guidelines for public speaking?

*Know your audience.

*Know the physical facilities.

*Observe time constraints.

*Know your material.

*Prepare an outline or notecards.

*Include props and visual aids.

*Practice.

*Look the part.

*Sound like an authority.

*Be aware of the audience.

*Use the microphone comfortably.

*Stay on target.

*Be available for questions.

What are a few pointers for planning meetings?

1. Comfortable facilities.
2. Breaks.
3. Visual aids.
4. Refreshments.
5. Participation.
6. Credit to those who help.

What are the major steps in the diffusion process?

1. Awareness--The person learns of the existence of the idea or practice but has little knowledge of it.

2. Interest--The person develops interest in the idea. He seeks more information and considers its general merits.

3. Evaluation--The person makes mental application of the idea and weights its merits for his own situation. He obtains more information and decides to try it.

4. Trial--The person actually applies the idea or practice--usually on a small scale. He is interested in the practice, techniques, and conditions for application.

5. Adoption--If the idea proves acceptable, it is adopted.

What is the media list?

The media list contains carefully selected names and addresses of every news organization, reporter, and editor who wants, and is most likely to use, the materials you send.

It should be accurate and up-to-date. Information may be obtained by Editor and Publisher Yearbook, Working Press of the Nation, Bacon's and N. W. Ayer Directory. State press associations and phone companies also produce media directories available to the public.

Put your mailing information and phone numbers on addressograph plates, xerox labels, or computer so a set is always ready for mailing.

ORGANIZATIONS

Date_____

Organization_____

President/Chairperson_____

Address_____

_____

_____Zip_____

Telephone_____ Best time to call_____

Organization's Purpose_____

_____

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Recent Activities_____

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Officer's Name Title Telephone

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Previous Contacts:

_____Favorable/Cooperative _____Unfavorable/Uncooperative

Comments_____

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## RADIO AND TELEVISION STATIONS

Date_____

Name of Station_____ Phone_____

Address_____

_____ Zip_____

Owned by_____

1. Morning News_____ at_____
2. Afternoon News_____ at_____
3. Evening News_____ at_____
4. Late Evening News_____ at_____
5. Late Night News_____ at_____
6. Other Locally Produced Shows_____

News Director_____

Assignment Editor_____

Reporters_____

_____

Program Director_____

Public Service Director_____

Coverage Area_____

Audience Size_____

Audience Profile_____

News Deadlines_____

Market Rating_____

Coverage Opportunities_____

| This Station: | | | |
|---|---|---|---|
| | Takes actualities | Yes | No |
| | Takes film footage | Yes | No |
| | Covers live interviews | Yes | No |
| | Covers press conferences | Yes | No |
| | Uses news releases | Yes | No |

## DAILY AND WEEKLY NEWSPAPERS

Date_____

Name of Paper_____

Address_____

_____Zip_____

Telephone_____

City Editor_____Phone_____

Society/People Editor_____Phone_____

Health Reporter_____Phone_____

Assignment Editor_____Phone_____

Feature Editor_____Phone_____

Photo Editor_____Phone_____

Managing Editor_____Phone_____

Type of Newspaper_____

Published: Daily, Weekly, Sunday, Other_____

Distribution Areas_____

Circulation_____

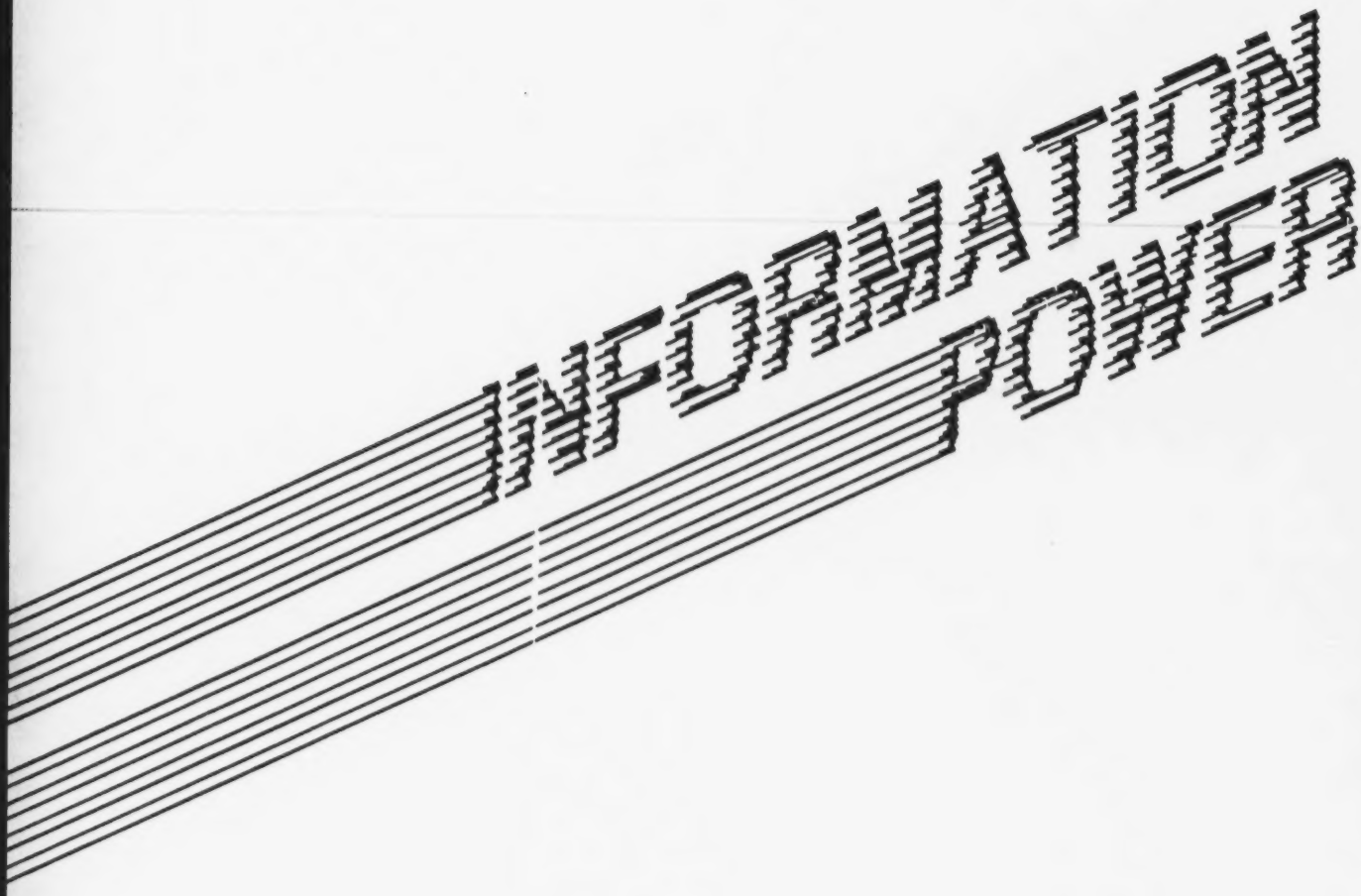
Deadlines_____

Coverage Opportunities_____

_____

| | | | |
|---|---|---|---|
| This newspaper: | Covers press conferences | Yes | No |
| | Uses press releases | Yes | No |
| | Endorses candidates | Yes | No |

Prepared by Theresa Hearn and Judith K. Meyers for the American Association of School Librarians and the Association for Educational Communications and Technology, 1988. These materials may be copied and/or adapted for use consistent with the implementation of Information Power: Guidelines for School Library Media Programs, American Library Association and Association for Educational Communications and Technology, 1988.




# Checklist For School Library Media Programs

# Suggestions for Using the Checklist

There are a number of ways in which this checklist may be used in implementing the guidelines for school library media programs.

As a starting point, the library media specialist may review the checklist and share it with the principal.

Together the principal and the library media specialist may plan how to use the checklist in development of the school library media program.

Possibilities include: (1) appointment of a special committee to assess the needs for school library media program development, (2) assignment to the standing school library media program advisory committee, or (3) participation of the entire staff.

The process should involve as many people as possible including the principal, teachers, students, parents, other community members and leaders, the district school library media director, and other district level administrators.

Selection of the implementation committee and its chair requires special thought. Often the library media specialist will assume the role as chair. A more powerful strategy may be the naming of a highly influential and credible teacher, parent, or community member to chair the committee, with the library media specialist acting as resource person and/or secretary to the committee.

In some instances an inservice program on the guidelines may be developed. In others a series of meetings may be planned. In still others the study may be integrated into an established school improvement plan.

The rating scales are designed to help assess the current status of the program. After each of the components is rated, consensus should be reached on one or more priorities for development. Action plans should be outlined listing goals and objectives to be instituted in implementation of the program.

In developing goals and objectives for implementation it is prudent to make both short-range and long-range plans. The number of goals may need to be limited in the beginning to those which can reasonably be accomplished in a brief time frame. The more difficult goals may require several years for completion.

Precisely who should be involved at each point in the process, how long the process should take, what components of the program need to be addressed, and the nature of the plans developed through the process, will vary with each school.

Although the checklist has been designed for use at the building level, it may also be used in district, regional, and state planning as well as in library media education programs.

# Program

0 = Nonexistent, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

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2.1 The school library media program plays a critical role in teaching and learning activities.

2.2 The library media program is fully integrated into the curriculum, serving the school's educational goals and objectives by providing access to information and ideas for the entire school community.

2.3 The principal, the library media specialist, teachers, and students work together to ensure that the program contributes fully to the educational process in the school.

2.4 The library media program offers both traditional resources and new technologies as teaching and learning tools.

2.5 The program is housed in a school library media center that provides adequate and appropriate space for all the resources and activities of the program.

2.6 The library media center is convenient, comfortable, and aesthetically inviting.

Priorities for development of the school library media program are:

1._____

2._____

3._____

# The School Library Media Specialist: Roles and Responsibilities

0 = Nonexistent, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

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*Information Specialist*

3.1 Library media specialists make resources available to students and teachers through a systematically developed collection within the school and through access to resources outside the school.

3.2 Access to the library media center collection is provided by an accurate and efficient retrieval system that uses the expanding searching capabilities of the computer.

3.3 Students receive assistance in identifying, locating, and interpreting information housed in and outside the library media center.

3.4 Students and teachers have access to the library media center and to qualified professional staff throughout the school day. Class visits are scheduled flexibly to encourage use at point of need.

3.5 Policies and procedures ensure that access to information is not impeded by fees, loan restrictions, or online searching charges.

3.6 Teachers, students, parents, and administrators are informed of new materials, equipment, and services that meet their information needs.

3.7 Students at remote sites are provided with access to information.

*Teacher*

3.8 The information curriculum is taught as an integral part of the content and objectives of the school's curriculum.

3.9 The information curriculum includes instruction in accessing, evaluating, and communicating information and in the production of media.

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3.10 Library media specialists and teachers jointly plan, teach, and evaluate instruction in information access, use, and communication skills.

3.11 Assistance is provided in the use of technology to access information outside the library media center.

3.12 Teachers and other adults are offered learning opportunities related to new technologies, use and production of a variety of media, and laws and policies regarding information.

3.13 Library media specialists use a variety of instructional methods with different user groups and demonstrate the effective use of newer media and technologies.

*Instructional Consultant*

3.14 Library media specialists participate in building, district, department, and grade-level curriculum development and assessment projects on a regular basis.

3.15 Library media specialists offer teachers assistance in using information resources, acquiring and assessing instructional materials, and incorporating information skills into the classroom curriculum.

3.16 Library media specialists use a systematic instructional development process in working with teachers to improve instructional skills into the classroom curriculum.

3.17 Library media specialists provide leadership in the assessment, evaluation, and implementation of information and instructional technologies.

Priorities for development of the school library media specialist's roles and responsibilities are:

1._____

2._____

3._____

# Leadership, Planning, and Management

0 - Nonexistent, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

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4.1 The mission, goals, and objectives of the library media program are clearly understood and fully supported by the administrative and educational staff, the students, and the community.

4.2 Responsibility for leading and managing the library media program is shared equally by the head of the building program, the principal, and the district library media director, who must jointly develop library media goals, establish priorities, and allocate the resources necessary to accomplish the mission.

4.3 Planning involves school and district library media program administrators, the library media staff, school administrators, teachers, students, and community members, as appropriate.

4.4 As part of the planning process, the library media program is evaluated on a regular basis to review overall goals and objectives in relation to user and instructional needs and to assess the efficiency and effectiveness of specific activities.

4.5 Program and personnel evaluations follow district-wide policies and procedures, focus on performance, and are based upon appropriately collected data.

4.6 The planning process results in periodic reports that emphasize and document progress toward stated goals and objectives.

4.7 The library media specialist, the principal, and the district library media coordinator cooperatively plan the library media center budget.

4.8 Sufficient funds are provided for the resources and personnel necessary to achieve the goals and objectives of the library media program.

4.9 A qualified library media program staff is fundamental to the implementation of effective school library media programs at

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the school and district levels. The quality and size of the professional and support staff are directly related to the range and level of services provided.

4.10 The selection, training, support, and evaluation of the library media staff are the key determinants in the success of the program.

4.11 The library media program must be promoted by library media personnel who demonstrate the importance of the library media program in education, publicize available services and resources to students and staff, serve on school and district-wide committees, and participate in community-wide projects.

Priorities for leadership, planning, and management are:

1._____

2._____

3._____

# Personnel

0 =Nonexistent, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

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5.1 Each school, regardless of size or level, has at least one full-time library media specialist who serves full-time as the head of the library media program within the building.

5.2 Library media specialists are members of the school's instructional staff and participate fully in the planning, delivery, and evaluation of the school curriculum and of student learning activities.

5.3 Library media specialists have master's level education with preparation in library and information science, management, education, media, communications theory, and technology.

5.4 The library media staff includes one or more paid technicians, assistants, or clerks for each library media professional.

5.5 The number of professional staff needed in any building is determined through an identified planning process, which takes into account program requirements, the number of students and teachers who are served, and other pertinent features of the school and the library media center itself.

5.6 Library media personnel are available to teachers and students throughout the school day and do not have their time rigidly scheduled with classes.

5.7 Library media specialists are evaluated at the building level through instruments which address their unique responsibilities and contributions according to established district practices for all professional personnel.

5.8 Library media staff members have salary, fringe benefits, and working conditions equal to those of other staff members with comparable qualifications and responsibilities.

5.9 The head of the library media program is accorded pay, responsibilities, and administrative standing commensurate with other leadership positions in the school and serves on the school's curriculum or instructional body.

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5.10 Library media specialists engage in continuing education activities to ensure that they are qualified to deliver library media programs that reflect the most recent developments in education, technology, and information science.

5.11 Leadership and coordination are provided at the district level by a library media specialist chosen on the basis of educational preparation, breadth of experience, and administrative qualifications.

Priorities for school library media personnel are:

1._____ _____

2._____ _____

3._____ _____

# Resources and Equipment

0 = Nonexistent, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

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*Scope of the Collection*

6.1 The library media center collection is selected and developed cooperatively by the library media specialist and the faculty to support the school's curriculum and to contribute to the learning goals of teachers and students.

6.2 The library media center collection includes instructional resources in a variety of formats with appropriate equipment selected to meet the learning needs of all students.

6.3 Information services provide resources from outside the library media center through interlibrary loan and electronic means to extend and expand the local collection.

*Collection Development*

6.4 The school district has a selection policy that has been approved by the school board and includes criteria and procedures for the selection and reconsideration of resources.

6.5 Each school building has its own collection development plan that supplements a district selection policy and provides specific guidelines for developing the school's collection.

6.6 Instructional resources are selected according to principles of intellectual freedom, and provide students with access to information that represents diverse points of view in a pluralistic society.

*Organization, Maintenance, and Circulation*

6.7 All materials are included in a local bibliographic control system and standardized formats for classification and cataloging are followed.

6.8 Full automation of library circulation, cataloging, and acquisition functions is being actively planned and implemented.

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6.9 Collections and equipment are circulated according to procedures that ensure confidentiality of borrower records and promote free and easy access for all students.

*Information Access beyond the School*

6.10 The library media center provides access to information outside the center through union catalogs, network arrangements, and resource-sharing options.

6.11 District and regional level collections are available to support building-level information needs.

6.12 The building-level library media center participates in interlibrary loans, as a lender as well as a borrower, according to established policies and procedures.

Priorities related to resources and equipment are:

1. _____

2. _____

3. _____

# Facilities

0 = Nonexistent, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

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## *School Building Facilities*

7.1 Facilities provide a barrier-free learning environment and unimpeded physical access for all users.

7.2 Facilities have built-in flexibility, so that changing needs and newer information-handling technologies can be accommodated in the existing complex without extensive redesign.

7.3 Facilities are located to provide easy access and encourage frequent use, allowing for traffic flow that minimizes interruptions and distractions.

7.4 Facilities have a separate outside entrance and are located to make them readily accessible before, during, and after school hours and during vacation periods.

7.5 Facilities provide a comfortable, efficient, and safe working environment for students, teachers, administrators, and library media staff.

7.6 Facilities include adequate space for independent study, small and large group activities, reference service, manual and electronic access to the collection, circulation activities, and informal or recreational reading.

7.7 Facilities have sufficient space to carry out the support functions (administrative, technical, and consultant) required in providing materials and services.

7.8 Facilities have sufficient space for housing materials and the equipment required in production, for evaluation activities, and for the use of such materials and equipment.

7.9 Facilities are functional in design and arrangement, aesthetically pleasing in appearance, convenient and comfortable to use.

7.10 Facilities have the requisite natural and artificial lighting, acoustical treatment, and climate control for the comfort of the user and for the preservation of materials and equipment.

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7.11 Facilities are designed to provide the necessary electrical power, light control, circuit surge, telephone and intercommunication devices, sound control, lightning protection, and electronic capabilities required to meet the needs of a changing technological environment.

7.12 Facilities are designed with attention to safety precautions such as fire preparedness, emergency exits, securely fastened equipment, and other safeguards that will minimize risk to students, faculty, and staff.

7.13 Facilities provide for the unobtrusive security of materials and equipment during the school day and utilize additional electronic and other security measures during non-use hours.

7.14 The size of the overall library media center and its spaces, and the relationship of those spaces to each other, help determine the number of library media staff needed to manage and supervise the center.

*District Library Media Facilities*

7.15 Functions and services are planned in relation to district goals and building-level programs.

7.16 Library media personnel assigned to district library media facilities have adequate working space, sufficient equipment, and a pleasing environment.

Priorities for the development of facilities are:

1. _____

2. _____

3. _____

# District Leadership

0 = Nonexistent, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

The principal functions that the district library media director performs include the following.

*Leadership*

| | | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 8.1 | Develops an effective plan and process for providing library media programs that support the philosophy, goals, and objectives of the school district. | | | | | |
| 8.2 | Provides leadership and guidance to the school library staff in program planning, curriculum development, budgeting, in-service activities, facility use, and media production. | | | | | |
| 8.3 | Participates in curriculum development, facility planning, personnel staffing, budget and management committees, and task forces and teams at the administrative level. | | | | | |
| 8.4 | Articulates a code of ethics that promotes adherence to copyright guidelines. | | | | | |
| 8.5 | Advocates the principles of intellectual freedom that govern the universal right to read and to access information and ideas. | | | | | |
| 8.6 | Encourages use of new technologies to support teaching and learning. | | | | | |
| 8.7 | Directs the district's participation in library networking. | | | | | |
| 8.8 | Serves as liaison with supervisory and administrative personnel at local, state, and national level. | | | | | |
| 8.9 | Fosters the development of exemplary library media programs at each educational level and assists the programs in meeting regional, state, and professional standards. | | | | | |
| 8.10 | Provides district inservice programs for library media specialists to foster leadership, competence, and creativity in developing programs. | | | | | |
| 8.11 | Assists principals, library media specialists, and others in applying district policies that relate to library media programs. | | | | | |

| 0 | 1 | 2 | 3 | 4 |
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8.12 Participates actively in state and national professional associations and encourages a high level of participation by other district media personnel and by building-level personnel.

*Consultation*

8.13 Assists school library media specialists in developing program goals and objectives.

8.14 Promotes expansion of programs that integrate the teaching of skills for finding, evaluating, and using information with the teaching of subject content.

8.15 Demonstrates methods for effective integration of library media activities and instructional units in building-level programs.

8.16 Consults with planning committees and architects when new or remodeled facilities are designed.

*Communication*

8.17 Advises district and school administrators of new developments in library media programs, technology, instructional strategies, and research.

8.18 Conducts orientation meetings on the library media program for teachers, administrators, and support staff.

8.19 Provides building-level library media specialists with information regarding computer-based applications for circulation procedures and public access catalogs.

8.20 Develops and implements plans for presenting and publicizing library media programs and services.

8.21 Prepares reports for district and school administrators on the impact of building-level programs on the instructional process..

8.22 Submits reports to the local board of education, to state and national agencies, to the library media staff, and to the public.

| 0 | 1 | 2 | 3 | 4 |
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*Coordination*

8.23 Designs, in coordination with district and building-level instructional leaders, a sequential information skills curriculum to be integrated with classroom teaching activities.

8.24 Participates in curriculum development and implementation through membership on instructional, curriculum, textbook, and new program adoption committees.

8.25 Coordinates the planning and development of K-12 library media programs that serve the students and staff within the schools.

8.26 Coordinates the acquisition and circulation of specialized collections that enrich the curriculum for all grade levels.

*Administration*

8.27 Works with the principal in selecting and evaluating library media personnel.

8.28 Works with the principal to ensure that the library media program furthers the instructional process.

8.29 Assists the school library media specialists and principals in developing building-level library media budgets.

8.30 Develops the district library media budget, including any allocation for each school, in cooperation with the building principals and library media specialists.

8.31 Interprets the library media program and associated budgets for the appropriate administrators.

8.32 Furnishes a wide range of resources and services to the school library media program and classroom, e.g., film/video library, production services, television studio, printing service, computer-assisted instruction, and loan of expensive or infrequently used materials or equipment.

8.33 Distributes preview and on-approval materials for evaluation/purchase.

| 0 | 1 | 2 | 3 | 4 |
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8.34 Monitors state and federal laws pertaining to school library media programs.

8.35 Monitors the adequacy of collections and equipment to provide data on relevance and currency.

8.36 Arranges for building-level library media specialists to evaluate new resources and electronic equipment.

8.37 Negotiates contracts and supervises purchase and installation of all resources.

8.38 Manages technical services for acquiring and processing resources and for maintaining and circulating district-owned materials and equipment.

8.39 Encourages teachers, administrators, and parents to visit library media programs within and outside the district.

8.40 Monitors and publicizes the status of district compliance with regional, state, and national accreditation requirements and library media standards.

8.41 Provides a professional library collection as well as media and information services for educators.

8.42 Seeks and administers grants from federal, state, and regional agencies and from foundations.

8.43 Evaluates the impact of library media programs at the district and school levels.

Priorities for district leadership are:

1._____

2._____

3._____

# Regional Leadership

0 = Nonexistent, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
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Many services provided by regional library media programs are similar to those provided by district level library media programs; therefore, only those not commonly provided at other levels are listed below.

*Leadership*

8.44 Offers staff development programs for library media specialists, teachers, and administrators.

8.45 Provides leadership in evaluating the impact of new and existing technologies and program features.

8.46 Promotes the adoption of new and tested technologies in the region, and sets up pilot programs to test new technologies.

8.47 Plans for the installation of telecommunication services such as distance learning and teleconferencing.

8.48 Participates actively in state and national professional associations, and encourages a high level of participation by district and school library media personnel.

*Consultation*

8.49 Recommends and encourages visits to exemplary library media programs.

8.50 Assists school library media centers in public relations activities.

*Communication*

8.51 Develops publications, newsletters, videos, and other types of communications for dissemination to the schools.

8.52 Alerts schools to legislative initiatives that pertain to or affect school library media programs, curriculum change, graduation requirements, or other matters of interest to educators.

*Coordination*

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| | | | | |

8.53 Coordinates school library media program participation in multi-type networks.

8.54 Coordinates cooperative preview and purchasing of library media resources and equipment, cooperative bidding, state contracts, and licensing agreements.

*Administration*

8.55 Produces or distributes instructional television programs, specialized video, film, or other media.

8.56 Furnishes technical processing services and access to national bibliographic utilities.

8.57 Negotiates rights for distribution, purchase, and rental/lease of media resources to save money through cooperative acquisition and to ensure legal compliance with copyright considerations.

8.58 Establishes a preview and examination center for instructional materials and the emerging technologies.

8.59 Establishes and oversees a networking system for member schools, including resource sharing, databases, telecommunications, cooperative collection development agreements, cooperative staff, and curriculum development.

8.60 Makes available computer and database services for administration and instruction.

8.61 Develops specialized collections as appropriate.

8.62 Provides and arranges maintenance of audiovisual and computer equipment owned by member schools.

8.63 Provides offset printing services, delivery services, media production, and distribution service.

Priorities for regional leadership are:

1._____

2._____

3._____

# State Leadership

0 = Nonexistent, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
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The state agency or designated library media staff assumes responsibility for the functions listed below.

*Leadership*

8.64 Promotes exemplary professional practices and programs at regional, district, and school levels.

8.65 Participates in developing state standards and /or guidelines for library media programs and criteria for certification of library media personnel.

8.66 Develops plans for state-based research on library media programs and seeks funding for such research.

8.67 Seeks legislative initiatives in support of school library media programs.

8.68 Assures that state mandates concerning library media programs are met.

8.69 Clarifies certification issues, including evaluation of library and media education programs, and participates in curricular development of these programs.

8.70 Participates actively in state and national professional associations, and encourages a high level of participation by district, regional, and school library media personnel.

*Consultation*

8.71 Provides staff development programs on philosophy, concepts, and trends of library media programs to administrators, supervisors, library media specialists, curriculum directors, and teachers.

8.72 Offers consultative services to districts concerning new technologies and services and the planning of media facilities.

8.73 Guides districts and regions in the implementation of state policies, laws, and regulations.

| 0 | 1 | 2 | 3 | 4 |
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8.74 Assists schools, districts, and regions in dealing with such problems as censorship challenges.

8.75 Participates in the development of state curricular materials.

8.76 Reviews library media education programs for approved program status.

*Communications*

8.77 Collects data and disseminates information on library media programs in the state.

8.78 Promotes library media programs through public relations activities.

8.79 Receives and disseminates information from state and federal reports related to school library media programs.

8.80 Generates publications to assist district-and building-level personnel in providing improved services.

*Coordination*

8.81 Encourages use of interlibrary loan and cooperative agreements among school, public, academic, and other libraries.

8.82 Works cooperatively with state library media associations.

*Administration*

8.83 Interprets and implements the policies of the state board of education as well as state and federal laws and regulations relating to media in the educational program.

8.84 Evaluates library media programs in schools or districts and makes recommendations for their improvement.

8.85 Supervises the development of long-range plans for development of effective library media programs.

8.86 Makes budget recommendations based on needs assessment

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
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for consideration by the appropriate state agency.

8.87 Develops guidelines for administration of federal and state funds.

8.88 Performs the clearinghouse function for information about state school library media services.

8.89 Plans state television programs, services, and networks where appropriate.

Priorities for state leadership are:

1._____

2._____

3._____

Prepared by Judith K. Meyers for the American Association of School Librarians and the Association for Educational Communications and Technology, 1988. This material may be copied or adapted for use consistent with the implementation of Information Power: Guidelines for School Library Media Programs. American Library Association and Association for Educational Communications and Technology, 1988.

## ACTION PLAN WORKSHEET

GOAL #_____ _____

_____

OBJECTIVE #_____

_____

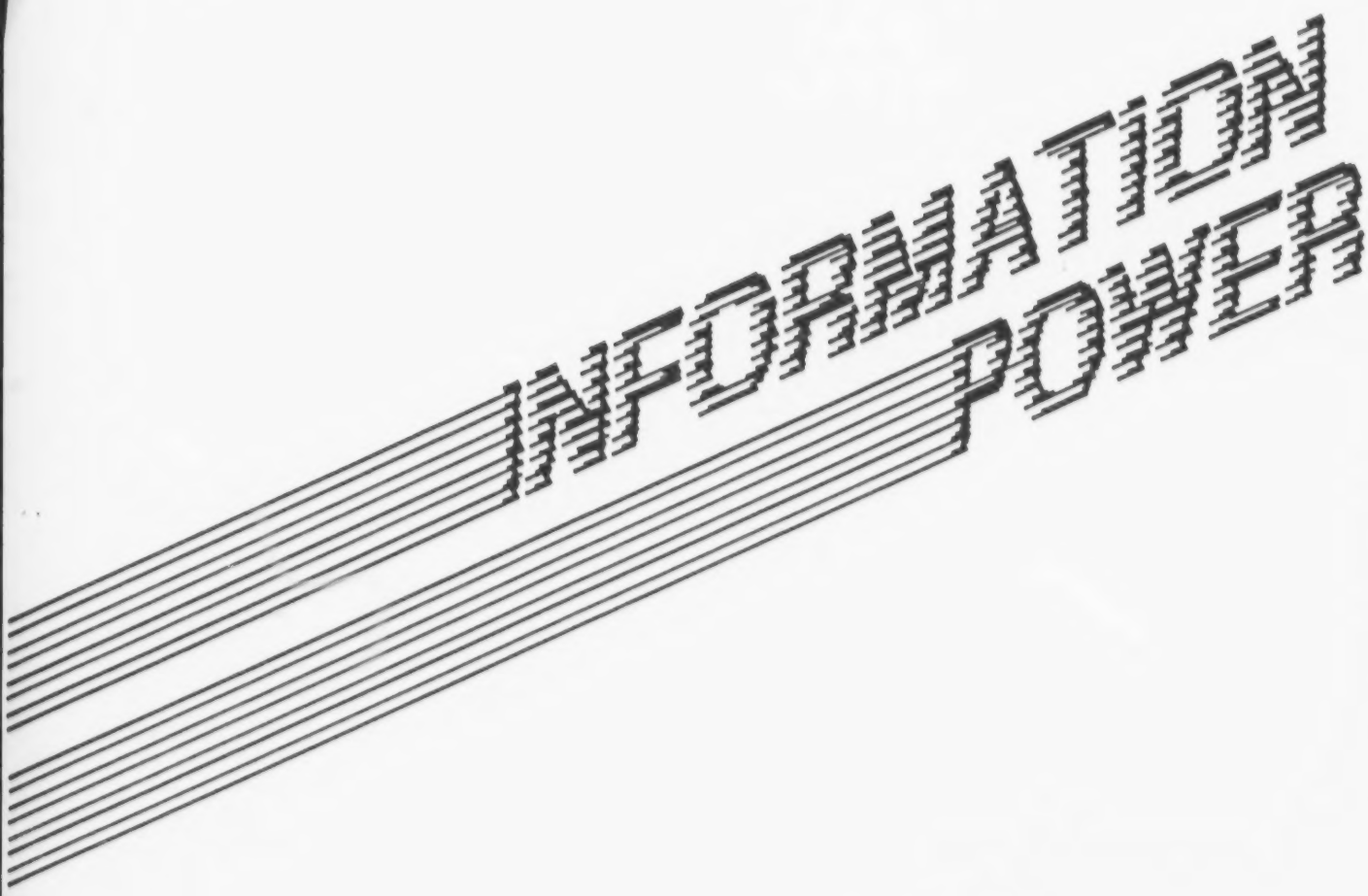
_____

**PLAN OF ACTION (What is to be done)**

_____

_____

| ACTION STEPS (How it is to be done) | RESOURCES NEEDED | INDIVIDUAL/GROUP RESPONSIBLE | TIME FRAME TO BEGIN | TIME FRAME TO END | MEASURE OF SUCCESS |
|---|---|---|---|---|---|
| | | | | | |




# Personal Development For School Library Media Specialists

## PERSONAL PROFESSIONAL DEVELOPMENT CHECKLIST AND PLAN

Personal professional development is the school library media specialist's commitment to life long learning as it relates to the profession. Many strategies may be used in pursuit of life long learning: college and university courses, school district in-service programs, attendance at professional conferences, participation in professional and other organizations, reading, viewing, listening, independent study, mentors, role models, attendance at commercially developed workshops, seminars, colloquia, and other continuing education activities. This checklist and plan are designed to assist you in identifying areas for your own personal professional development and formulating a plan for improving your expertise. It is divided into six parts: (1) Information Specialist Role, (2) Teaching Role, (3) Instructional Consulting Role, (4) Leadership and Management Roles, (5) Packaging and Positioning the Leader in You, and (6) Attitudes.

Rating Scale
0 = Non-Existent
1 = Poor
2 = Fair
3 = Good
4 = Excellent

### Part 1. Information Specialist Role

| | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Collection Development | | | | | |
| Children's Materials | | | | | |
| Young Adult Materials | | | | | |
| Professional Materials | | | | | |
| Equipment | | | | | |
| Automated Circulation, Cataloging, and Acquisitions | | | | | |
| Indexing/Abstracting | | | | | |
| Reference | | | | | |
| Guidance in Obtaining and Using Information | | | | | |

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| | | | | |

CD-ROM Searching
On-line Searching
Production
  Audiovisual
  Television
  Computer Assisted Instruction
  Desk Top Publishing
  Interactive Video Disc
  Other Emerging Technologies
Utilization of Materials and Equipment
Maintenance of Materials and Equipment
Networking
Copyright
Privacy
Intellectual Freedom

Choose at least one item from those listed above and develop a plan for improving your expertise in that area.

My goal is to _____

_____

What strategies will you use to achieve your goal?

1. _____ 3. _____

2. _____ 4. _____

What human, financial, and material resources will you use?

1. _____ 3. _____

2. _____ 4. _____

When do you expect to complete your plan? _____

How will you know when you have reached your goal?

_____

How will you reward yourself for completing your plan?

_____

## Part 2. Teaching Role

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| | | | | |

Learning Theories
Analyzing Learners
  Developmental Levels
  Learning Styles
  Personal Interests and Needs
Methods Strategies

| | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Lecture | | | | | |
| Discussion | | | | | |
| Demonstration | | | | | |
| Drill, Practice, Recitation | | | | | |
| Field Trip | | | | | |
| Role Playing | | | | | |
| Games and Simulations | | | | | |
| Audiovisual | | | | | |
| Reading/Independent Study | | | | | |
| Projects | | | | | |
| Programmed Instruction | | | | | |
| Learning Centers | | | | | |
| Expository | | | | | |
| Inquiry/Discovery | | | | | |
| Critical Thinking | | | | | |
| Effective Lessons | | | | | |
| Focusing Attention | | | | | |
| Performance Objectives | | | | | |
| Purpose | | | | | |
| Overview of Plan | | | | | |
| Modeling | | | | | |
| Monitoring | | | | | |
| Adjusting | | | | | |
| Guided Practice | | | | | |
| Independent Practice | | | | | |
| Motivating Students | | | | | |
| Interest | | | | | |
| Novelty/Variety | | | | | |
| Involvement | | | | | |
| Level of Concern | | | | | |
| Feeling Tone | | | | | |
| Immediate Knowledge of Results | | | | | |
| Constructive Criticism | | | | | |
| Difficulty Level | | | | | |
| Prompts | | | | | |
| Behavioral Management/Discipline | | | | | |
| Positive Reinforcement of Appropriate Behavior | | | | | |
| Signaling Progress | | | | | |
| Variety of Positive Reinforcement | | | | | |
| Appropriate Schedules of Reinforcement | | | | | |
| Negative Consequences for Inappropriate Behavior | | | | | |
| Following Negative Reinforcement with Positive Reinforcement | | | | | |
| Specificity in Reinforcement | | | | | |
| Extinction | | | | | |
| Learning Climate | | | | | |
| Classroom Management | | | | | |
| Evaluation | | | | | |
| Criterion-Referenced Testing | | | | | |
| Norm Referenced Testing | | | | | |
| Constructing Test Items | | | | | |
| Observation | | | | | |

Choose at least one item from those listed above and develop a plan for improving your expertise in that area.

My goal is to _____

_____

What strategies will you use to achieve your goal?

1. _____ 3. _____

2. _____ 4. _____

What human, financial, and material resources will you use?

1. _____ 3. _____

2. _____ 4. _____

When do you expect to complete your plan? _____

How will you know when you have reached your goal?

_____

How will you reward yourself for completing your plan?

_____

## Part 3. Instructional Consulting Role

| | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Client Interview | | | | | |
| Developing Performance Objectives | | | | | |
| Analyzing Learner Characteristics | | | | | |
| Evaluating Present Learning Activities | | | | | |
| Developing Lesson Strategy | | | | | |
| Selecting Resources | | | | | |
| Scheduling Classes or Groups of Students | | | | | |
| Establishing Timelines | | | | | |
| Allocating Space | | | | | |
| Assisting in the Delivery of Content and Activities | | | | | |
| Determining Types of Assessment | | | | | |
| Evaluating Performance | | | | | |
| Revising Lesson | | | | | |
| Staff Development | | | | | |
| Curriculum Development | | | | | |
| Selection of Materials | | | | | |
| Acquisition of Materials | | | | | |
| Utilization of Materials | | | | | |
| Production of Materials | | | | | |
| Evaluation of Materials and Services | | | | | |
| Curriculum Trends | | | | | |

Use of Technology

Choose at least one item from those listed above and develop a plan for improving your expertise in that area.

My goal is to _____

_____

What strategies will you use to achieve your goal?

1. _____ 3. _____

2. _____ 4. _____

What human, financial, and material resources will you use?

1. _____ 3. _____

2. _____ 4. _____

When do you expect to complete your plan? _____

How will you know when you have reached your goal?

_____

How will you reward yourself for completing your plan?

_____

## Part 4. Leadership and Management Roles

| | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Planning | | | | | |
| Needs Assessment | | | | | |
| Forecasting/Predicting | | | | | |
| Standards/Guidelines | | | | | |
| Mission, Goals, and Objectives | | | | | |
| Policy Making | | | | | |
| Developing Procedures | | | | | |
| Setting Priorities | | | | | |
| Decision Making | | | | | |
| Action Plans | | | | | |
| Organizing | | | | | |
| Staffing | | | | | |
| Job Descriptions/Analysis/Evaluation | | | | | |
| Staff Development /Inservice Education | | | | | |
| Performance Appraisal | | | | | |
| Discipline/Grievances | | | | | |
| Directing | | | | | |
| Motivation Theories | | | | | |
| Leading | | | | | |
| Developing and Using Power | | | | | |

| | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Consensus Formulation | | | | | |
| Partnerships and Coalitions | | | | | |
| Planning and Conducting Meetings | | | | | |
| Parliamentary Procedures | | | | | |
| Persuading/Influencing | | | | | |
| Risk Taking | | | | | |
| Creative Problem Solving | | | | | |
| Leadership Theories | | | | | |
| Communicating | | | | | |
| Written | | | | | |
| Verbal | | | | | |
| Nonverbal | | | | | |
| Group Dynamics | | | | | |
| Active Listening | | | | | |
| Public Relations | | | | | |
| Marketing | | | | | |
| Interpersonal Relations | | | | | |
| Controlling/Monitoring | | | | | |
| Standards/Measurement/Corrections | | | | | |
| Evaluation | | | | | |
| Cost Benefit Analysis | | | | | |
| Time and Motion Study | | | | | |
| Operations Research | | | | | |
| PERT | | | | | |
| Budgeting | | | | | |
| Facilities Planning and Use | | | | | |
| Ethics | | | | | |

Choose at least one item from those listed above and develop a plan for improving your expertise in that area.

My goal is to _____

_____

What strategies will you use to achieve your goal?

1. _____ 3. _____

2. _____ 4. _____

What human, financial, and material resources will you use?

1. _____ 3. _____

2. _____ 4. _____

When do you expect to complete your plan? _____

How will you know when you have reached your goal?

_____

How will you reward yourself for completing your plan?

_____

Part 5. Packaging and Positioning the Leader in You

| | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Hair | | | | | |
| Make-Up | | | | | |
| Color Analysis | | | | | |
| Dress | | | | | |
| Diet | | | | | |
| Exercise | | | | | |
| Weight | | | | | |
| Posture and Carriage | | | | | |
| Hobbies and Recreation | | | | | |
| Healthy Family and Personal Relationships | | | | | |
| Spiritual Growth and Development | | | | | |
| Participation in School and District Functions | | | | | |
| Participation in Professional Organizations | | | | | |
| Participation in Community Organizations | | | | | |
| Participation in Political Activities | | | | | |

Choose at least one item from those listed above and develop a plan for improving your expertise in that area.

My goal is to _____

_____

What strategies will you use to achieve your goal?

1. _____ 3. _____

2. _____ 4. _____

What human, financial, and material resources will you use?

1. _____ 3. _____

2. _____ 4. _____

When do you expect to complete your plan? _____

How will you know when you have reached your goal?

_____

How will you reward yourself for completing your plan?

_____

## Part 6. Attitudes

Self Image/Self Esteem/Confidence
Perseverance/Patience/Tolerance
Purposeful Impatience
Enthusiasm/Initiative
Sensitivity
Courage

Choose at least one item from those listed above and develop a plan for improving your expertise in that area.

My goal is to _____

_____

What strategies will you use to achieve your goal?

1. _____ 3. _____

2. _____ 4. _____

What human, financial, and material resources will you use?

1. _____ 3. _____

2. _____ 4. _____

When do you expect to complete your plan? _____

How will you know when you have reached your goal?

_____

How will you reward yourself for completing your plan?

_____

REPEAT THE FORMULA AS OFTEN AS DESIRED.

Prepared by Junê Saine Level and Judith K. Meyers for the American Association of School Librarians and the Association for Educational Communications and Technology, 1988. This material may be copied or adapted for use consistent with the implementation of Information Power: Guidelines for School Library Media Programs. American Library Association and Association for Educational Communications and Technology, 1988.

| IDEAL | REALITY |
| --- | --- |
| Library media program INTEGRATED into the instructional program | Library media program is a SEPARATE skills program |
| The learning environment is characterized by individualized instruction and flexible scheduling of time | Whole group instruction (typically the lecture-method) is the norm in most schools. |
| The Library Media Specialist FUNCTIONS as an insructional consultant involved in curriculum development and instructional design | The Library Media Specialist FUNCTIONS as a babysitter and clerk |
| Use of both print and non-print materials is totally INTEGRATED into instruction | Non-print materials are often considered as enrichment or entertainment or supplemental, NOT as an alternative mode of information delivery |

**power** *n.* 1. The ability or capacity to act or perform effectively. 2. A specific capacity, faculty, or aptitude. 3. Strength or force exerted or capable of being exerted; might. 4. The ability or official capacity to exercise control; authority. 5. A person, group or nation having great influence or control over others

**partnership** *n.* 1. The state of being a partner. 2. A contract entered into by two or more persons in which each agrees to furnish a part of the capital and labor for a business enterprise, and by which each shares in some fixed proportion in profits and losses.

**partner** *n.* A person associated with another or others in some activity of common interest.

## Partnerships for a Successful School Library Media Program

An effective school library media program depends on the collaborative efforts of all those who are responsible for student learning. . . .

In effect, all members of the educational community, including teachers, principals, students, and library media specialists, become partners in a shared goal--providing successful learning experiences for all students.

# RESPONSIBILITIES

## THE PRINCIPAL:

* Knowledgeable about resource-based learning

* Understands the importance of the library media program

* Communicates the expectations for the library media program to the staff

* Assures that the library media specialist serves as a member of the teaching team

* Works with teachers and library media specialists to set clear goals and provide methods of evaluating progress

* Ensures that the library media program has adequate resources to carry out its mission

* Provides the necessary clerical help to allow the library media specialist to serve in a professional role

* Structures the use of the library media center flexibly and allows time for planning and curriculum work

* Supports inservice activities that help teachers understand the use of varied information resources and new technologies

* Encourages the development of relationships with other community agencies

# RESPONSIBILITIES

## THE TEACHER:

* Identifies the learning needs of students

* Develops teaching units to meet the learning needs of students

* Works with the library media specialist to assure effective use of all appropriate formats of instructional materials in students' learning experiences

* Works with the library media specialist to encourage and assist students in the production of media

* Cooperatively develops and teaches an information skills curriculum that includes developing skills for learning throughout life, including appreciation and enjoyment of all types of communication media.

# RESPONSIBILITIES

## THE LIBRARY MEDIA SPECIALIST:

* Provides the human link between a well-developed library media program and the users served by the program.

* Translates the goals presented in the mission statement into vibrant, inspiring learning experiences

* Brings to the school community expert knowledge about the world of information and ideas in all their forms

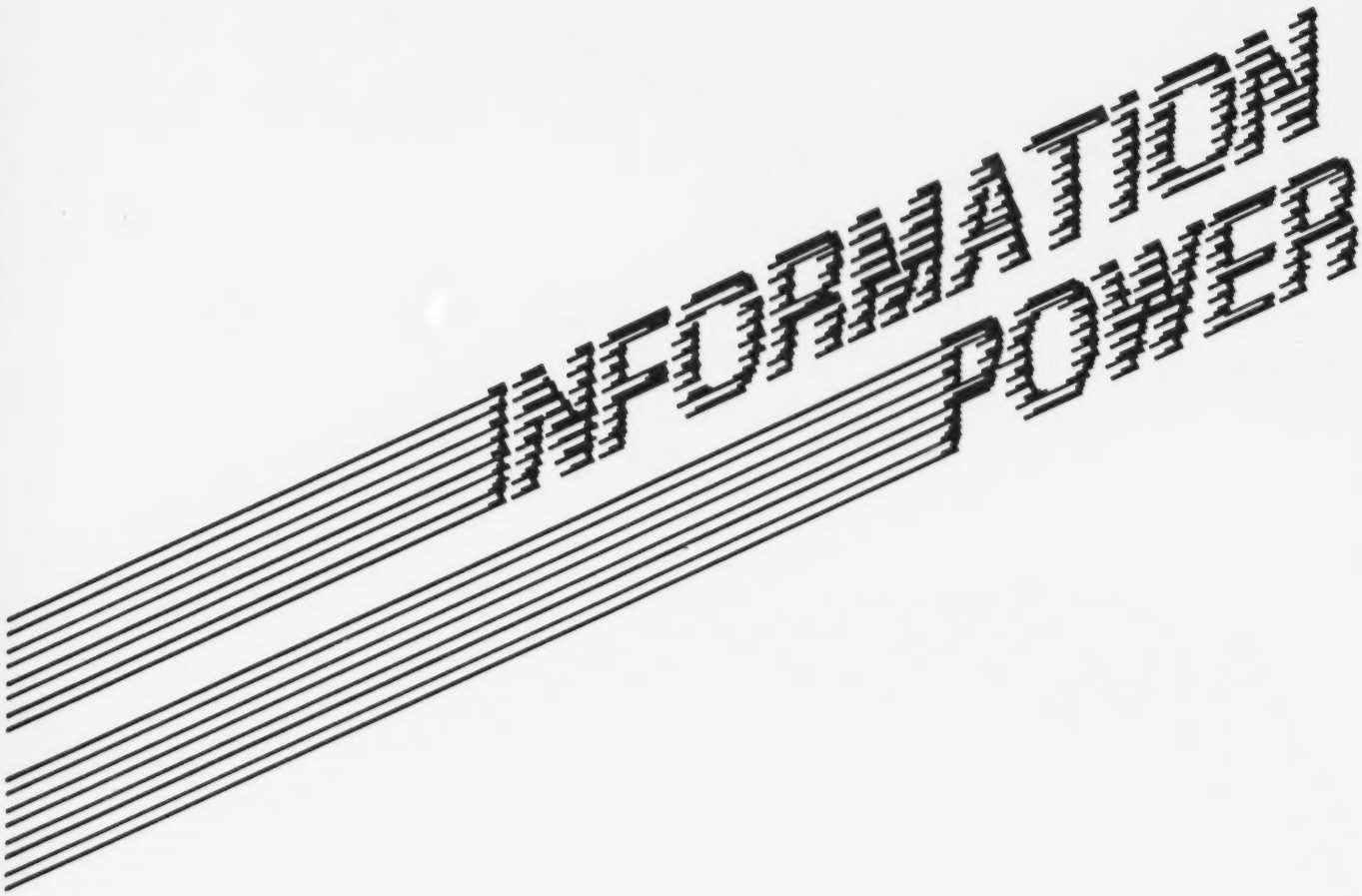
* Creates/nutures the partnerships necessary to achieve the mission of the library media program

* Fulfills the three roles of the library media specialist:

  Teacher
  Information Specialist
  Instructional Consultant

(3)

**Survival of the fittest (Biol.):** a phrase used to describe the process of natural selection expressing the fact that those organisms which are best adapted to their environment continue to live and produce offspring, while those of the same or related species which are less adapted perish.




## Quotations About School Library Media Programs

## MEMORABLE QUOTATIONS FROM INFORMATION POWER

The missing words and phrases below may be found in Information Power: Guidelines for School Library Media Programs. American Library Association and Association for Educational Communications and Technology, 1988. They are in the approximate order mentioned in the text. Most appear in bold type face or the shaded sections. None are from the appendices.

The mission of the library media program is to _____

_____(1)

Specific objectives encompassed in the school library media program are:

1. _____(2)
2. _____(3)
3. _____(4)
4. _____(5)
5. _____(6)
6. _____(7)
7. _____(8)

Achievement of this mission at both school and district levels also requires:

1. _____

_____(9)

2. _____

_____(10)

3. _____

_____(11)

Challenges facing school library media specialists as they seek to fulfill the mission of the program are:

1. _____

_____(12)

2. _____

_____(13)

3. _____

_____(14)

4. _____

_____(15)

5. _____

_____(16)

The school library media program is fully _____(17) into the school's curriculum and central to the learning process.

An effective school library media program depends on the

_____(18)

of all those who are responsible for _____(19)

Partners in the school library media program are:

1. _____(20)

2. _____(21)

3. _____(22)

4. _____(23)

The roles of the school library media specialist are:

1. _____(24)

2. _____(25)

3. _____(26)

4. _____(27)

The school library media specialist as an information specialist is responsible for:

1. _____(28)

2. _____(29)

3. _____(30)

4. _____(31)

5. _____(32)

6. _____(33)

The school library media specialist as teacher is responsible for:

1. _____(34)

2. _____(35)

The school library media specialist as instructional consultant is responsible for:

1. _____(36)

2. _____(37)

3. _____(38)

Responsibility for leading and managing the library media program is shared equally by:

1. _____(38)

2. _____(39)

3. _____(40)

Those involved in planning the school library media program are:

1. _____(41)

2. _____(42)

3. _____(43)

4. _____(44)

5. _____(45)

6. _____(46)

Principles reflected in staffing the school library media program are:

1. _____

_____

_____(47)

2. _____

_____

_____(48)

3. _____

_____

_____(49)

Volunteers should not be considered as substitutes for

_____(50)

School library media specialists have _____(51) level preparation in

1. _____(52)

2. _____(53)

3. _____(54)

4. _____(55)

5. _____(56)

6. _____(57)

The library media staff includes one or more paid

1. _____(58)

2. _____(59)

3. _____(60)

Library media specialists engage in _____(61) activities to ensure that they are qualified to deliver library media programs that reflect the most recent developments in

1. _____(62)

2. _____(63)

3. _____(64)

All schools within a district must adhere to a common district-wide_____(65) that has been adopted by the _____(66) as an official district policy.

The major criterion used for the selection of resources is the _____(67) of the resources intended for use. Other criteria include:

1. _____(68)

2. _____(69)

3. _____(70)

Steps in the collection development process include:

1. _____(71)

2. _____(72)

3. _____(73)

4. _____(74)

The library media center collection is selected an developed cooperatively by the

1. _____(75)

2. _____(76)

Information services provide resources from outside the library media center through

1. _____(77)

2. _____(78)

Each school building has its own _____(79) that supplements a district selection policy and provides specific guidelines for developing the school's collection.

Instructional resources are selected according to principles

of _____(80)

and provide students with _____(81) that represents diverse points of view in a pluralistic society.

All materials are included in a _____(82)

and _____(83)

of classification and cataloging are followed.

Full automation of library

1. _____(84)

2. _____(85)

3. _____(86)

functions is being actively planned and implemented.

Collections and equipment are circulated according to

procedures that ensure _____(87)

of borrower records and promote _____(88)

and easy _____(89)

for all students.

The library media center provides access to information outside the center through

1. _____(90)

2. _____(91)

3. _____(92)

_____(93)

and _____(94)
level collections are available to support building level information needs.

The building level library media center participates in

_____(95)

as a _____(96)

as well as a _____(97)

according to established policies and procedures.

Facilities include adequate space for

1. _____(98)

2. _____(99)

3. _____(100)

4. _____(101)

5. _____(102)

6. _____(102)

The principal functions of district, regional, and state library media programs include:

1. _____(104)

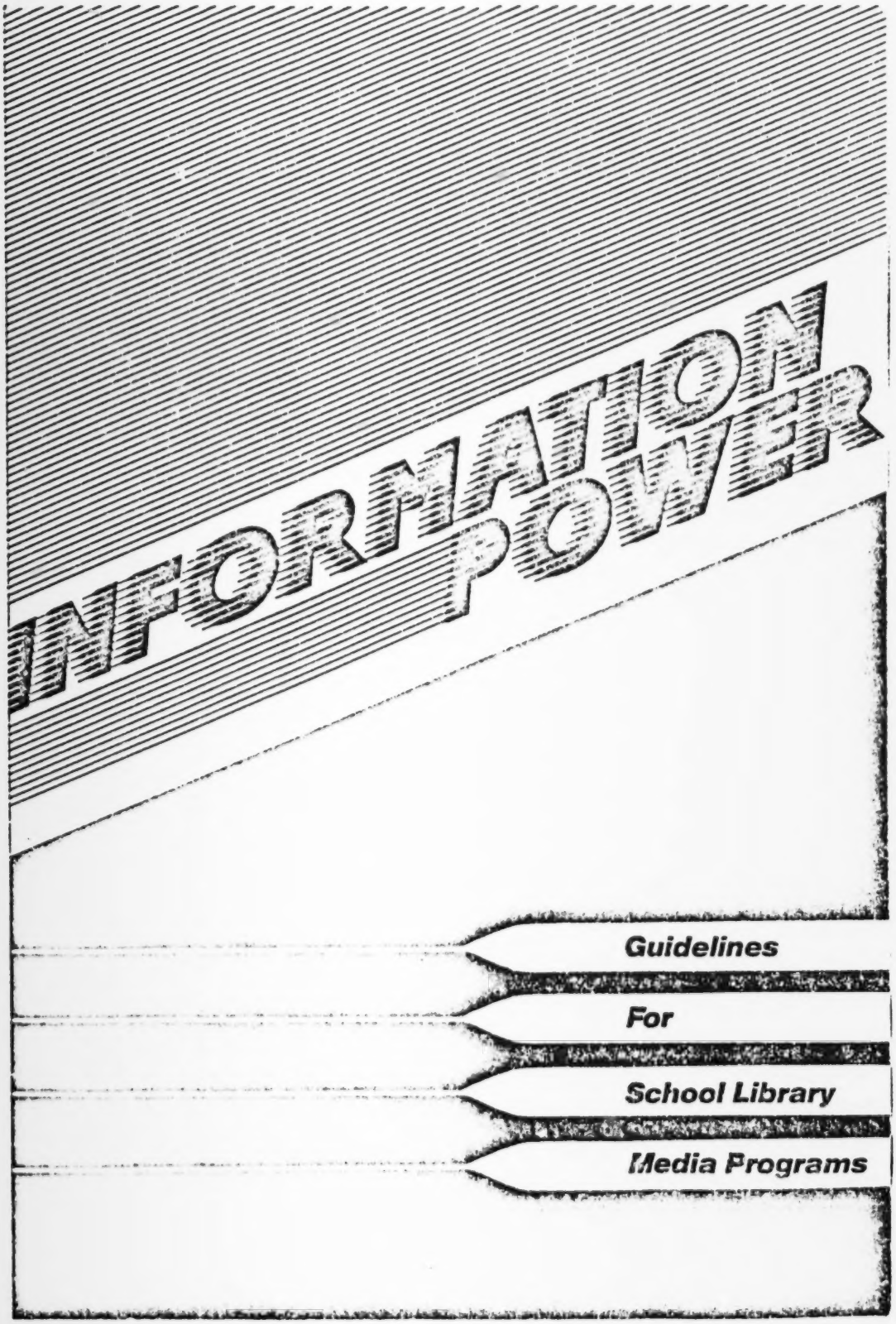
2. _____(105)

3. _____(106)

4. _____(107)

5. _____(108)

Prepared by Judith K. Meyers for the American Association of School Librarians and the Association for Educational Communications and Technology, 1988. This material may be copied or adapted for use consistent with the implementation of Information Power: Guidelines for School Library Media Programs. American Library Association and Association for Educational Communications and Technology, 1988.


INFORMATION POWER
Guidelines
For
School Library
Media Programs

# INFORMATION POWER:

*Guidelines for School Library Media Programs*

# Chapter 1

## The Mission

"The mission of the library media program is to ensure that students and staff are effective users of ideas and information."

# Chapter 1

## The Challenge

To provide equal access to knowledge

# Chapter 2

# The School Library Media Program

"The school library media program that is fully integrated into the school's curriculum is central to the learning process."

# Chapter 2

# Partnerships

"An effective school library media program depends on the collaborative efforts of all those who are responsible for student learning."

- The Principal
- The Teacher
- The Student
- The Library Media Specialist

# Chapter 3

# The School Library Media Specialist: Roles and Responsbilities

- Information Specialist
- Teacher
- Instructional Consultant

# Chapter 4

# Leadership, Planning, and Management

- Effective leadership articulates the vision of the program.
- Planning is the basis for all management functions.
- Management translates program goals into action.

# Chapter 5

## Personnel

"All students, teachers, and administrators at all grade levels must have access to a library media program provided by one or more certificated library media specialists working full-time in the school's library media center."

# Chapter 5

# Personnel

"Both professional personnel and support staff are necessary for library media programs at all grade levels."

# Chapter 5

# Personnel

"More than one library media professional is required in many schools."

# Chapter 5

# School Library Media Specialists

". . . , the master's degree is considered the entry-level degree for the profession."

# Chapter 5

# Adult Volunteers and Student Assistants

"..., volunteers should not be considered as substitutes for trained, paid clerical and technical staff."

# Chapter 6

# Resources and Equipment

"Today, the collection embraces not only the library media center's instructional materials . . . but also the equipment necessary to manage, produce, and use them."

# Chapter 6

# District Selection Policy

"All schools within a district must adhere to a common district-wide selection policy that has been adopted by the Board of Education as an official district policy."

# Chapter 7

"Since differences exist in the goals and patterns of the educational programs, facilities within the school are designed to reflect its curriculum and the particular instructional requirements of its students and teachers."

# Chapter 7

# Functions and Spaces

- Access to Information
- Teaching and Learning
- Consulting and Planning

# Chapter 8

# District, Regional, and State Leadership

"All school systems must employ a district library media director to provide leadership and direction to the overall library media program."

# Chapter 8

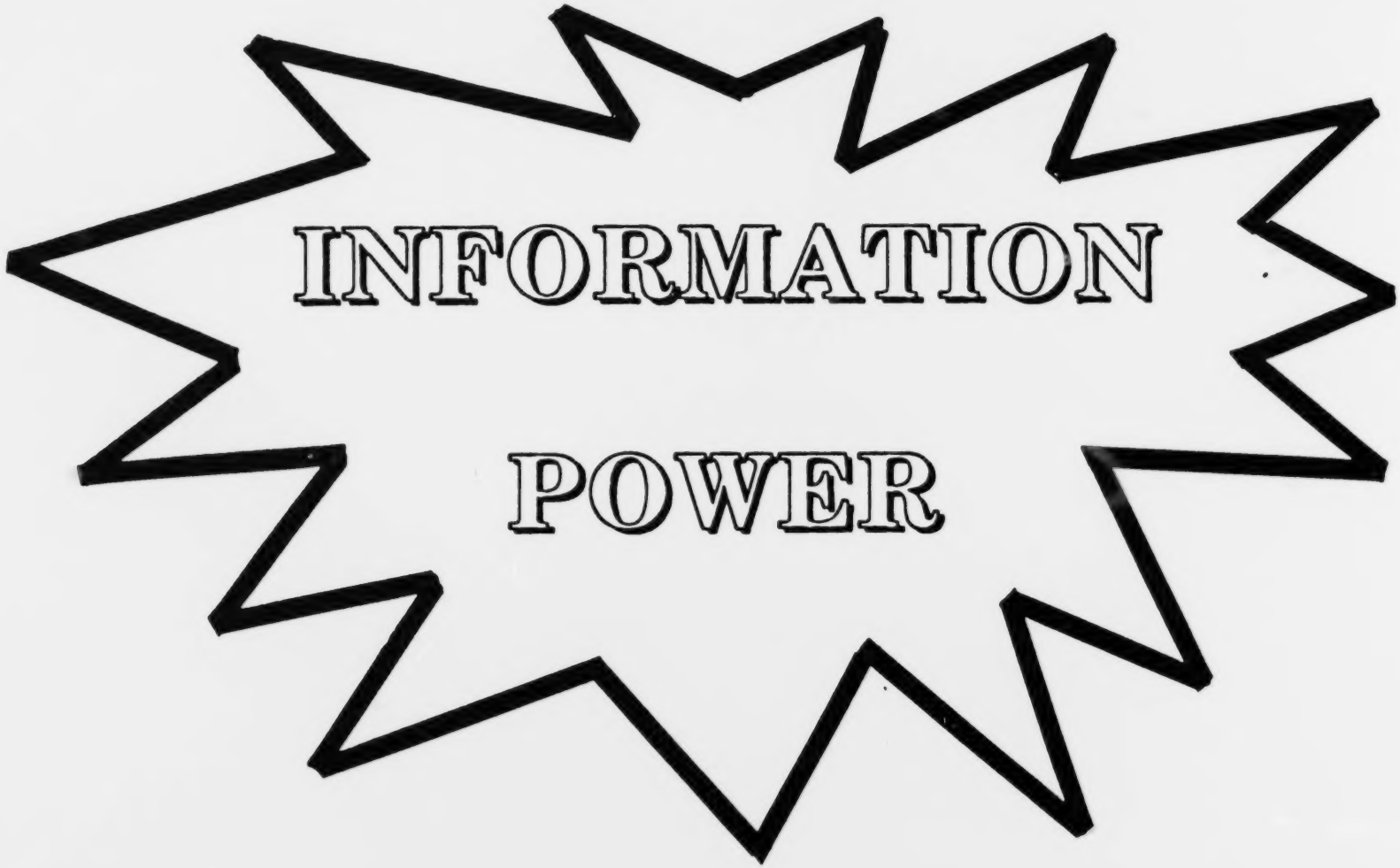
# District, Regional, and State Leadership

"All states must have a qualified staff dedicated to school library media programs. Individuals serving in a state-wide capacity must be knowledgeable in all phases of library media service . . ."

# Information Power

# Implementation Workshops

- August 3 - 4
  Park City, UT
- August 20 - 21
  Chicago, IL
- September 24 - 25
  Washington, DC
- October 1 - 2
  Dallas, TX



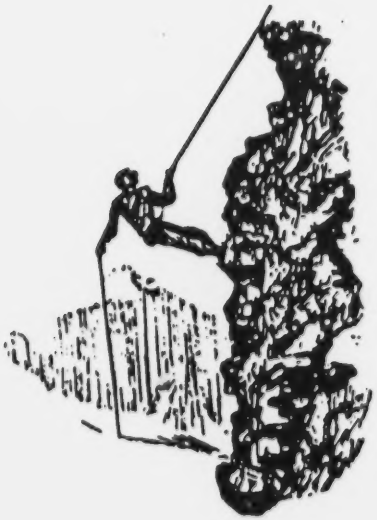

# Guidelines for School Library Media Programs

STANDARDS

# GUIDELINES

# MISSION

**To ensure that students and staff are effective users of ideas and information**



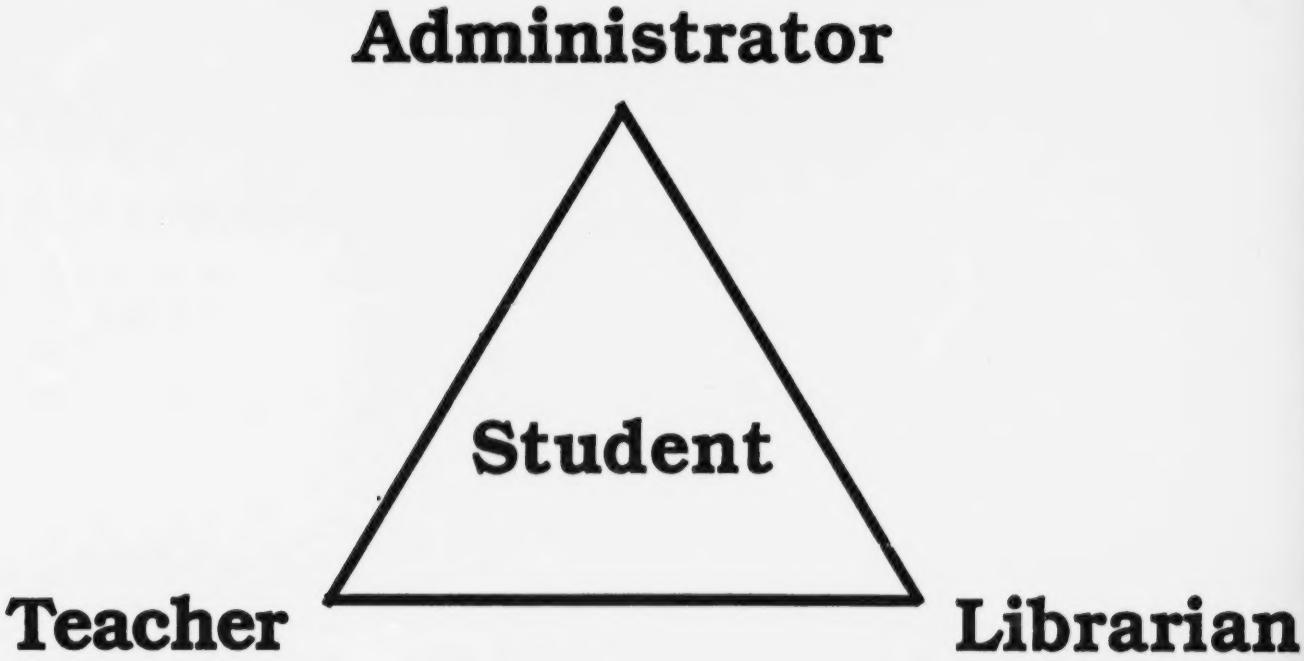
# PHYSICAL ACCESS

# INFORMATION

# INSTRUCTION

# PROGRAM

# Partnerships



# ROLES

# ADMINISTRATION

# LEADERSHIP

# PERSONNEL

# RESOURCES

# FACILITIES

# 1. TOPIC

1. *Define presentation idea*
2. *Program theme*
3. *Intriguing title*

# 2. PURPOSE

1. *Objectives*
2. *Important?*
3. *New information*

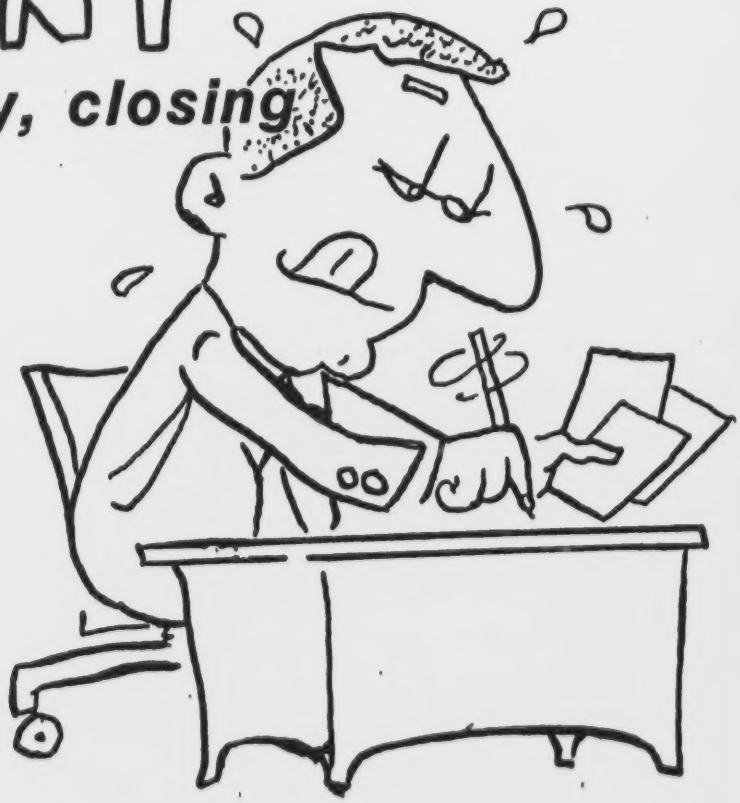
# 3. AUDIENCE

1. *Analyze*
2. *Needs?*
3. *Commonalities?*
4. *Differences?*
5. *Size?*

# 4. CONTENT

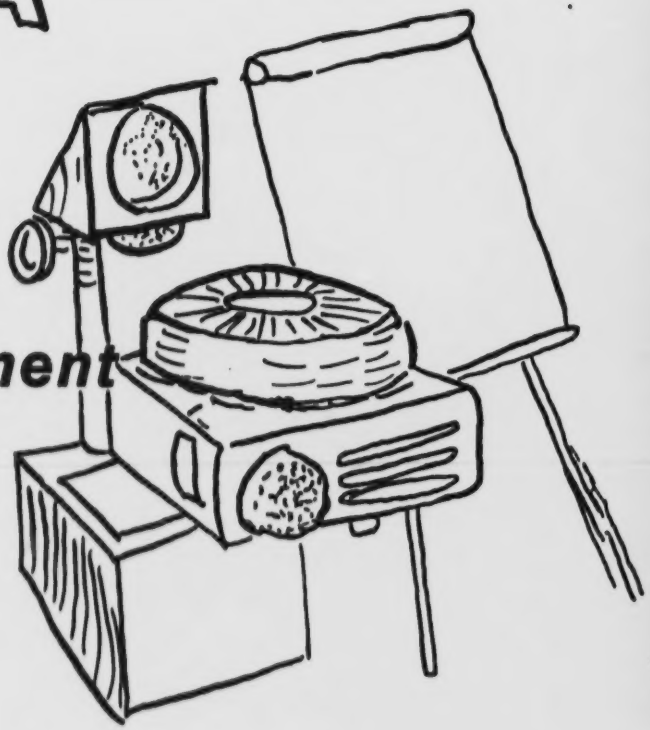
1. *Introduction, body, closing*

2. *3X5 Cards*



# 5. SELECT MEDIA

1. *Nature of message*
2. *Size of audience*
3. *Presentation environment*
4. *Equipment*
5. *Production support*



# 6. SCHEDULE EQUIPMENT

1. ***Advise - equipment needs***

2. ***Specialized equipment***

# 7. PRODUCE MEDIA

1. *Design materials*
2. *Production*
3. *Quality*

# 8. REHEARSE

1. *Practice*
2. *Handle materials*
3. *Delivery of content*
4. *Simulate the situation*
5. *Timing*

# 9.

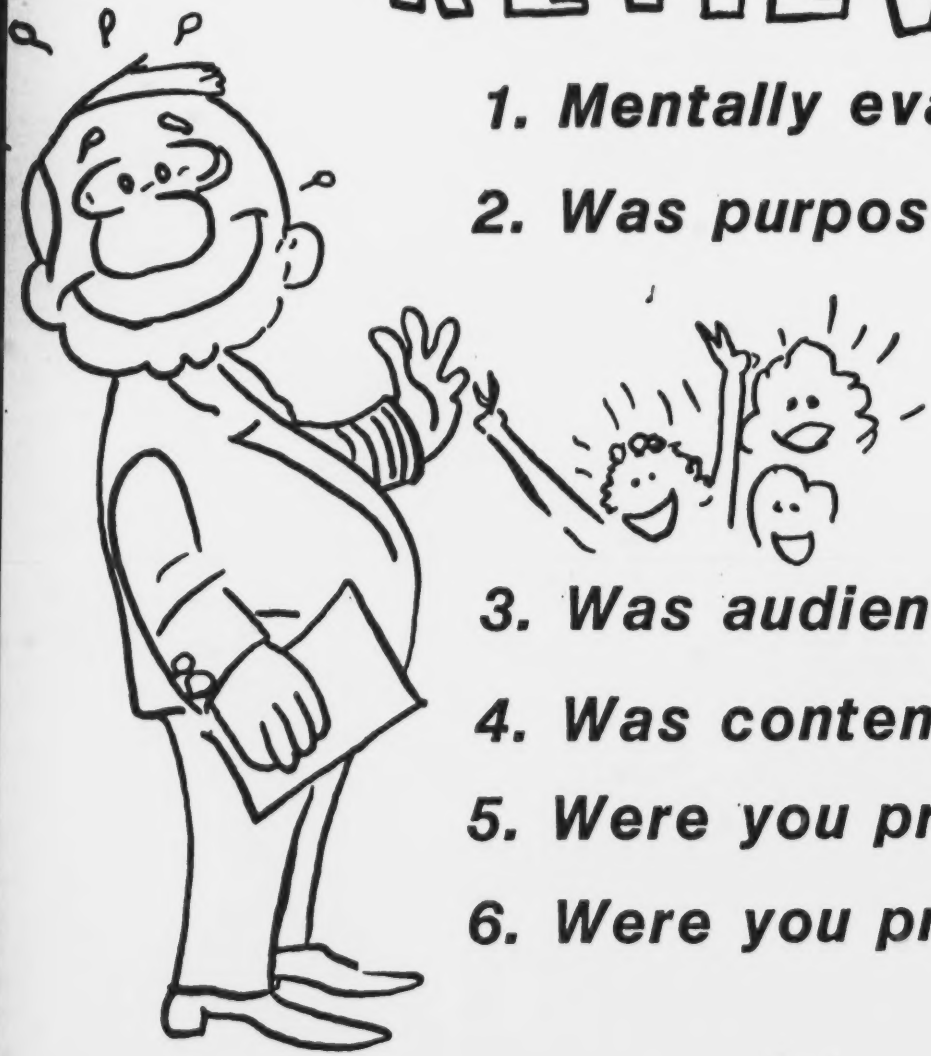
# CHECK

1. *Arrive early*
2. *Check room conditions*
   - *a. lighting*
   - *b. outlets*
   - *c. seating*
3. *Check equipment*

# 10. PRESENT

1. *Establish rapport*
2. *Enjoy yourself*
3. *End on time*

# 11. REVIEW



1. Mentally evaluate
2. Was purpose achieved?
3. Was audience positive?
4. Was content organized?
5. Were you proud of your media?
6. Were you proud of you?

# 12. REVISE

1. *Immediately*
2. *Note points to remember next time*

## National, Regional, State, and Local Compilation

*Prepared by Raymond W. Barber and Judith K. Meyers for the American Association of School Librarians and the Association for Educational Communications and Technology, 1988.* *This material may be copied or adapted for use consistent with the implementation of Information Power: Guidelines for School Library Media Programs. American Library Association and Association for Educational Communications andTechnology, 1988.*

## Introduction

School library media programs are complex ecosystems, comprised of a multitude of functions interacting with various communities and influenced by numerous pressures. Since the evaluation of complex organisms is, by definition, complex, it is usually only undertaken when absolutely necessary. These evaluations are often too infrequent in a world which changes rapidly. Evaluation should be focused to minimize effort and maximize benefits. This instrument will assist in this.

During the 1987-1988 school year, two major sets of guidelines have been revised: (1) Information Power: Guidelines for School Library Media Programs. (American Library Association and Association for Educational Communications and Technology, 1988) and (2) Evaluative Criteria for the Evaluation of Secondary Schools (National Study of School Evaluation, 1987.) The Evaluative Criteria are those which are prepared for use by the various regional accreditation associations, i.e. the North Central Association of Colleges and Secondary Schools, etc. Both are important instruments for use in the development of school library media programs. Both have been combined in this instrument.

The basic organization is that of the chapters in Information Power. While other more definitive ways of correlating the Evaluative Criteria with Information Power may be designed, this document leaves the major sections of the Evaluative Criteria intact and correlates them with the chapters of Information Power. This arrangement has resulted in no correlations with the chapters on "The School Library Media Specialist: Roles and Responsibilities" and "District, Regional, and State Leadership." This does not mean that the concepts in the chapters are not included in the Evaluative Criteria, it merely reflects a difference in the organization of the two instruments and in the makeup of the document under consideration.

DIRECTIONS: Read this document, underlining and making notes about the parts of your program you wish to evaluate. Get a copy of your state regulations; read them in the same vein; add them to the appropriate section of this document. Set your work aside for a while. Then reread the document and mark each item with the priority you wish to assign. Remember, not all items are of equal importance and you cannot do everything in any one year.

Evaluation Scale
4 = Good
3 = Satisfactory
2 = Poor
1 = Missing But Needed
0 = Not Applicable

Suggested Priorities for Action
5 = Needs Immediate Attention
4 = Attend to This Year
3 = Attend to Next Two Years
2 = Attend to Next Five Years
1 = Would be Nice, But...
0 = Not Applicable

| AASL/AECT Guidelines | Evaluative Criteria | State Regulations | Local Program | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|
| **Program** | **Major Expectations** | | | | | | | |
| 2.1 The school library media program plays a critical role in teaching and learning activities. | • Students recognize the importance of open information systems in contemporary society and actively seek differing points of view. | | | | | | | |
| 2.2 The library media program is fully integrated into the curriculum, serving the school's educational goals and objectives by providing access to information and ideas for the entire school community. | • Students make use of learning media resources and services. | | | | | | | |
| 2.3 The principal, the library media specialist, teachers, and students work together to ensure that the program contributes fully to the educational process in the school. | • Students express themselves in a variety of media formats. | | | | | | | |
| 2.4 The library media program offers both traditional resources and new technologies as teaching and learning tools. | • Students bring critical judgments to bear upon the selection of appropriate resources to meet their needs and interests. | | | | | | | |
| 2.5 The program is housed in a school library media center that provides adequate and appropriate space for all the resources and activities of the program. | • Students use appropriate strategies, including the use of computerized data bases, in their search for information. | | | | | | | |
| 2.6 The library media center is convenient, comfortable, and aesthetically inviting. | • Students express positive attitudes toward the use of the learning resource center. | | | | | | | |
| | • Students, faculty, administrators, parents, and other members of the school community are served by the learning media program. | | | | | | | |
| | *Notes:* | | | | | | | |
| | 1. Any additional major expectations that have been formulated for the school's learning media services should be recorded. | | | | | | | |
| | 2. Attach a copy of the learning media services philosophy, goals, and instructional objectives. | | | | | | | |

| AASL/AECT Guidelines | Evaluative Criteria | State Regulations | Loca' Program | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|
| | *Supplementary Data:*<br><br>1. Indicate the extent to which expectations for learning media services are consistent with:<br>a. The school and community characteris tics.<br>b. The philosophy and goals of the total school program.<br><br>2. Summarize evidence of the commitment to these expectations.<br><br>3. Indicate the extent to which these expec-tations are appropriate for the needs and interests of the students.<br><br>4. Indicate any problems in achieving these ex-pectations.<br><br>**Learning Climate**<br><br>1. The program reflects a clear sense of purpose.<br>2. The learning climate is orderly and purpose-ful.<br>3. There is evidence that faculty members are recognized for their expertise.<br>4. There is evidence of positive interaction and support among the media faculty.<br>5. Positive rapport is observed between students and the media faculty.<br>6. The behavior of those listed below reflect an understanding, appreciation and support for the contributions of this area to the total school program.<br>a. school administrators<br>b. district administrators<br>c. teachers<br>d. parents and other patrons<br>e. students<br>f. board of control<br>7. The learning climate is conducive to student achievement of the major expectations. | | | | | | | |

| AASL/AECT Guidelines | Evaluative Criteria | State Regulations | Local Program | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|
| | 8. There is evidence of sufficiently high expectations for students' achievement.<br>9. There is evidence that the media center atmosphere is conducive to learning.<br>10. There is feedback to students.<br>11. There is evidence that the media faculty is committed to freedom of access and expression in a pluralistic society.<br><br>*Supplementary Data:*<br><br>1. Attach summary sheets of any school climate survey and student, teacher or parent/community satisfaction surveys administered by the department.<br><br>**Media Program**<br><br>The media program:<br>1. Is an integral component of the total educational program.<br>2. Provides assistance in planning for effective use of media.<br>3. Provides open access through flexibility in scheduling and extended hours.<br>4. Provides for the coordination of the procurement, availability, and utilization of materials and equipment by individual departments.<br>5. Observes the law dealing with the reproduction and utilization of copyrighted materials.<br><br>Services to students:<br>7. Include orientation sessions to the media center and its services.<br>8. Provide for a comprehensive program of guidance in the development of skills in reading, viewing, and listening.<br>9. Provide for the development of research and reference skills to achieve independence in learning.<br>10. Assist students in the use of available net- | | | | | | | |

| AASL/AECT Guidelines | Evaluative Criteria | State Regulations | Local Program | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|
| | works of libraries and information centers.<br>11. Provide instruction and encouragement in the use of computer-assisted instruction, as well as of data storage and retrieval systems as necessary.<br>12. Provide facilities for creatively reporting the results of research efforts (e.g., slide/tape presentations, video programs, and illustrated reports).<br>13. Provide guidance in the selection and use of the most effective media to meet individual needs and abilities.<br>14. Include instruction in the searching of data bases.<br><br>Services to faculty:<br>16. Include cooperation in the development of inservice training and/or orientation programs.<br>17. Provide indexes to and bibliographies of media to aid in selecting materials for instructional planning and use.<br>18. Include information on new materials and equipment that have been acquired.<br>19. Include the development of resource lists on selected subjects.<br>20. Provide professional assistance in the production of media.<br>21. Include ordering and scheduling the use of rented or borrowed materials.<br>22. Provide media for reserve, classroom, and satellite collections.<br>23. Provide assistance in the enrichment of course content and the design of instructional strategies.<br><br>*Supplementary Data:*<br><br>1. Describe the methods used to integrate media services into the total educational program.<br>2. Describe the current hours and days of operation and the provisions for open access | | | | | | | |

| AASL/AECT Guidelines | Evaluative Criteria | State Regulations | Local Program | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|
| | to the media center. Include the rationale that determines the present policy.<br>3. Describe the plan for developing student skills in using resources effectively. | | | | | | | |

| AASL/AECT Guidelines | Evaluative Criteria | State Regulations | Local Program | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|
| **The School Library Media Specialist: Roles and Responsibilities** | | | | | | | | |
| *Information Specialist* | | | | | | | | |
| 3.1 Library media specialists make resources available to students and teachers through a systematically developed collection within the school and through access to resources outside the school. | | | | | | | | |
| 3.2 Access to the library media center collection is provided by an accurate and efficient retrieval system that uses the expanding searching capabilities of the computer. | | | | | | | | |
| 3.3 Students receive assistance in identifying, locating, and interpreting information housed in and outside the library media center. | | | | | | | | |
| 3.4 Students and teachers have access to the library media center and to qualified professional staff throughout the school day. Class visits are scheduled flexibly to encourage use at point of need. | | | | | | | | |
| 3.5 Policies and procedures ensure that access to information is not impeded by fees, loan restrictions, or online searching charges. | | | | | | | | |
| 3.6 Teachers, students, parents, and administrators are informed of new materials, equipment, and services that meet their information needs. | | | | | | | | |
| 3.7 Students at remote sites are provided with access to information. | | | | | | | | |

| AASL/AECT Guidelines | Evaluative Criteria | State Regulations | Local Program | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|
| *Teacher* | | | | | | | | |
| 3.8 The information curriculum is taught as an integral part of the content and objectives of the school's curriculum. | | | | | | | | |
| 3.9 The information curriculum includes instruction in accessing, evaluating, and communicating information and in the production of media. | | | | | | | | |
| 3.10 Library media specialists and teachers jointly plan, teach, and evaluate instruction in information access, use, and communication skills. | | | | | | | | |
| 3.11 Assistance is provided in the use of technology to access information outside the library media center. | | | | | | | | |
| 3.12 Teachers and other adults are offered learning opportunities related to new technologies, use and production of a variety of media, and laws and policies regarding information. | | | | | | | | |
| 3.13 Library media specialists use a variety of instructional methods with different user groups and demonstrate the effective use of newer media and technologies. | | | | | | | | |
| *Instructional Consultant* | | | | | | | | |
| 3.14 Library media specialists participate in building, district, department, and grade-level curriculum development and assessment projects on a regular basis. | | | | | | | | |

| AASL/AECT Guidelines | Evaluative Criteria | State Regulations | Local Program | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|
| 3.15 Library media specialists offer teachers assistance in using information resources, acquiring and assessing instructional materials, and incorporating information skills into the classroom curriculum. | | | | | | | | |
| 3.16 Library media specialists use a systematic instructional development process in working with teachers to improve instructional skills into the classroom curriculum. | | | | | | | | |
| 3.17 Library media specialists provide leadership in the assessment, evaluation, and implementation of information and instructional technologies. | | | | | | | | |

| AASL/AECT Guidelines | Evaluative Criteria | State Regulations | Local Program | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|
| **Leadership, Planning, and Management**<br><br>4.1 The mission, goals, and objectives of the library media program are clearly understood and fully supported by the administrative and educational staff, the students, and the community.<br><br>4.2 Responsibility for leading and managing the library media program is shared equally by the head of the building program, the principal, and the district library media director, who must jointly develop library media goals, establish priorities, and allocate the resources necessary to accomplish the mission.<br><br>4.3 Planning involves school and district library media program administrators, the library media staff, school administrators, teachers, students, and community members, as appropriate.<br><br>4.4 As part of the planning process, the library media program is evaluated on a regular basis to review overall goals and objectives in relation to user and instructional needs and to assess the efficiency and effectiveness of specific activities.<br><br>4.5 Program and personnel evaluations follow district-wide policies and procedures, focus on performance, and are based upon appropriately collected data.<br><br>4.6 The planning process results in periodic reports that emphasize and document progress toward stated goals and objectives. | **Organization and Management**<br><br>1. An advisory committee meets regularly to advise on program policy and procedures.<br>2. The needs of students, faculty, and school are reflected in the planning process.<br>3. Short-and long-term goals and objectives are available in written form.<br>4. Written policies and procedures have been developed.<br>5. Media personnel regularly consult with and report to the administration and other appropriate groups.<br>6. A variety of public relations techniques is used to interpret and promote the program.<br><br>*Supplementary Data:*<br><br>1. Provide a copy of the written policies and procedures for the organization and management of learning media services.<br><br>**Financial Provisions**<br><br>1. The director of learning media services prepares a detailed budget.<br>2. Adequate funds are allocated annually for the learning media program.<br>3. Budget allotments may be spent as needed anytime during the year.<br>4. Media personnel regularly receive current accounting information.<br>5. The budget provides for:<br>a. books and pamphlets<br>b. periodicals, newspapers, and microforms<br>c. audiovisual materials<br>d. computer software<br>e. current reference materials<br>f. audiovisual equipment<br>g. computer hardware<br>h. maintenance of materials | | | | | | | |

| AASL/AECT Guidelines | Evaluative Criteria | State Regulations | Local Program | 0 | 1 | 2 | 3 | 4 |
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| 4.7 The library media specialist, the principal, and the district library media coordinator cooperatively plan the library media center budget.<br><br>4.8 Sufficient funds are provided for the resources and personnel necessary to achieve the goals and objectives of the library media program.<br><br>4.9 A qualified library media program staff is fundamental to the implementation of effective school library media programs at the school and district levels. The quality and size of the professional and support staff are directly related to the range and level of services provided.<br><br>4.10 The selection, training, support, and evaluation of the library media staff are the key determinants in the success of the program.<br><br>4.11 The library media program must be promoted by library media personnel who demonstrate the importance of the library media program in education, publicize available services and resources to students and staff, serve on school and district-wide committees, and participate in community-wide projects. | i. maintenance of equipment<br>j. professional materials for the instructional, administrative, and media faculty<br>k. supplies and equipment for the general operation of the media center<br>m. contracted services<br>n. memberships in consortia, networks, and cooperative agencies.<br><br>*Supplementary Data*<br><br>1. Provide a copy of the budget for the current year.<br>2. Provide a statement of actual expenditures for the past two years.<br>3. Describe any special grants or other significant resources.<br><br>**Evaluation**<br><br>Process Evaluation<br>1. Summarize evidence that the learning media services program has been carried out as designed.<br>2. Summarize evidence that the methods of evaluation of the program are valid and reliable in terms of data to be gathered.<br><br>Product/Outcomes Evaluation<br>1. Summarize evidence that students are achieving the major expectations of the program.<br>2. Summarize evidence that the program contributes to the achievement of the philosophy and goals of the school. | | | | | | | |

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| **Personnel** | **Faculty** | | | | | | | |
| 5.1 Each school, regardless of size or level, has at least one full-time library media specialist who serves full-time as the head of the library media program within the building. | Members of the professional media faculty:<br>1. Have preparation in library and information science.<br>2. Have preparation in audiovisual communications.<br>3. Have preparation in instructional media production.<br>4. Have preparation in computer applications related to media service.<br>5. Are able to utilize the computer to access information data banks.<br>6. Have understanding of the use of the computer in carrying out library routines.<br>7. Have a background in materials for adolescents and children.<br>8. Have an understanding of curriculum design.<br>9. Keep abreast of recent trends in library and information sciences as well as audiovisual and computer services.<br>10. Are active in professional organizations.<br>11. Maintain active participation in inservice education through formal study and other professional activities.<br>12. Are concerned with the availability and utilization of media throughout the entire school.<br>13. Are proficient in the teaching of library skills.<br>14. Work effectively with other departments to facilitate student learning.<br>15. Participate in decisions related to the curriculum. | | | | | | | |
| 5.2 Library media specialists are members of the school's instructional staff and participate fully in the planning, delivery, and evaluation of the school curriculum and of student learning activities. | | | | | | | | |
| 5.3 Library media specialists have master's level education with preparation in library and information science, management, education, media, communications theory, and technology. | | | | | | | | |
| 5.4 The library media staff includes one or more paid technicians, assistants, or clerks for each library media professional. | | | | | | | | |
| 5.5 The number of professional staff needed in any building is determined through an identified planning process, which takes into account program requirements, the number of students and teachers who are served, and other pertinent features of the school and the library media center itself. | | | | | | | | |
| 5.6 Library media personnel are available to teachers and students throughout the school day and do not have their time rigidly scheduled with classes. | | | | | | | | |
| 5.7 Library media specialists are evaluated at the building level through instruments which address their unique responsibilities and contributions according to established district practices for all professional personnel. | | | | | | | | |

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| 5.8 The head of the library media program is accorded pay, responsibilities, and administrative standing commensurate with other leadership positions in the school and serves on the school's curriculum or instructional body.<br><br>5.9 Library media specialists engage in continuing education activities to ensure that they are qualified to deliver library media programs that reflect the most recent developments in education, technology, and information science.<br><br>5.10 Leadership and coordination are provided at the district level by a library media specialist chosen on the basis of educational preparation, breadth of experience, and administrative qualifications. | *Supplementary Data:*<br><br>1. Indicate the number of media faculty in each of the following categories (do not count the same individual more than once in any one category).<br>a. Educational level:<br>Less than Bachelor's degree<br>Bachelor's degree<br>Master's degree<br>Post Master's degree/Certificate<br>Doctor's degree<br>b. Semester hours (approximate) of preparation in learning media services:<br>0-11<br>12-23<br>24-48<br>48 or more<br>c. Certification status in learning media services:<br>Certificated<br>Non-certificated<br>d. Years of experience in learning media services:<br>0-2<br>3-5<br>6-16<br>15 or more<br><br>2. Indicate the number media faculty involved in the following faculty development activities during the past three years.<br><br>School sponsored inservice programs<br>Summer workshops<br>College courses<br>Institutes<br>Other | | | | | | | |

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| | 3. Indicate the media related organizations in which media faculty members hold memberships, and the number of media faculty belonging to each organization.<br><br>4. Indicate the number of media faculty and staff members:<br>a. Full-time media faculty<br>b. Full-time equivalence of all faculty<br>c. Full-time equivalence of paraprofessional assistants<br>d. Full-time equivalence of clerical staff<br>e. Number of student assistants<br>f. Number of volunteers. | | | | | | | |

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| **Resources and Equipment**<br><br>*Scope of the Collection*<br><br>6.1 The library media center collection is selected and developed cooperatively by the library media specialist and the faculty to support the school's curriculum and to contribute to the learning goals of teachers and students.<br><br>6.2 The library media center collection includes instructional resources in a variety of formats with appropriate equipment selected to meet the learning needs of all students.<br><br>6.3 Information services provide resources from outside the library media center through interlibrary loan and electronic means to extend and expand the local collection.<br><br>*Collection Development*<br><br>6.4 The school district has a selection policy that has been approved by the school board and includes criteria and procedures for the selection and reconsideration of resources.<br><br>6.5 Each school building has its own collection development plan that supplements a district selection policy and provides specific guidelines for developing the school's collection.<br><br>6.6 Instructional resources are selected according to principles of intellectual freedom, and provide students with access to information that represents diverse points of view in a pluralistic society. | **Selection of Materials and Equipment**<br><br>1. A written, board-approved, materials and equipment selection policy has been developed with input from administrators, faculty, students, community members and the board.<br>2. The following factors receive consideration in the selection of media:<br>a. curriculum goals and objectives<br>b. content of the curriculum<br>c. characteristics of students served<br>d. concerns of multicultural/multiracial education<br>e. learning styles of the students<br>f. personal interests of the students<br>g. instructional methods utilized in the school<br>h. review of existing resources<br>i. data on utilization of resources<br>j. specific requests from students and faculty<br>k. basic selection tools and bibliographies<br>l. quality of materials<br>m. availability of media from other sources<br>3. The following factors receive consideration in the selection of equipment:<br>a. technical specifications<br>b. energy consumption<br>c. compatibility<br>d. durability<br>e. portability<br>f. availability of repair services<br>g. warranties<br>h. ease of operation<br>i. safety<br>j. demonstrated need | | | | | | | |

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| *Organization, Maintenance, and Circulation* | *Supplementary Data:* | | | | | | | |
| 6.7 All materials are included in a local bibliographic control system and standardized formats for classification and cataloging are followed. | 1. Provide a copy of the materials and equipment policies.<br>2. Describe efforts to keep pace with changes in content areas, instructional methods, and technology. | | | | | | | |
| 6.8 Full automation of library circulation, cataloging, and acquisition functions is being actively planned and implemented. | **Classifying, Cataloging and Processing** | | | | | | | |
| 6.9 Collections and equipment are circulated according to procedures that ensure confidentiality of borrower records and promote free and easy access for all students. | 1. All materials are classified, cataloged, and processed centrally.<br>2. A catalog is maintained.<br>3. The shelf list is maintained.<br>4. All materials are organized for effective use.<br>5. An inventory of all materials is maintained.<br>6. An inventory of equipment is maintained.<br>7. Material and equipment are processed in a timely manner.<br>8. Commercial cataloging is used whenever possible. | | | | | | | |
| *Information Access beyond the School* | **Accessibility of Educational Media** | | | | | | | |
| 6.10 The library media center provides access to information outside the center through union catalogs, network arrangements, and resource-sharing options. | 1. All media are housed for timely access.<br>2. All media are available for circulation.<br>3. An efficient circulation system has been developed.<br>4. The circulation policy is flexible.<br>5. Sufficient equipment is available to encourage full use of all media.<br>6. An electronic-based management system is being implemented. | | | | | | | |
| 6.11 District and regional level collections are available to support building level information needs. | *Supplementary Data:*<br>1. Provide evidence of the utilization of materials and equipment.<br>2. Explain any exceptions to an open circula- | | | | | | | |
| 6.12 The building level library media center participates in interlibrary loans, as a lender as well as a borrower, according to established policies and procedures. | | | | | | | | |

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| | 2. Explain any exceptions to an open circulation policy.<br><br>**Maintenance of Collection**<br><br>1. All materials are regularly inspected and repaired according to professional standards.<br>2. All equipment is regularly inspected and repaired.<br>3. Records are maintained on the repair of equipment.<br>4. There is a plan for updating materials and equipment.<br>5. A continuing policy for the evaluation of the collection has been developed.<br>6. Materials and equipment ar : systematically longer meet collection development criteria.<br><br>**Resources**<br><br>1. Students and faculty have access to the following resources relevant to their needs and the curriculum:<br>a. professional materials<br>b. materials that include general coverage of a variety of subjects pertinent to educational programs<br>c. files of back issues of periodicals and newspapers<br>d. periodical indexes<br>e. materials that appeal to the special interests and needs of students<br>f. special editions for students with unique needs (e g , large print editions, taped textbooks, braille editions, sound books, high interest/low vocabulary, manipulative devices)<br>g multiethnic materials<br>h. bilingual materials<br>i. career-related materials<br>j. data bases | | | | | | | |

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| | k. materials that relate to contemporary social issues (e.g., non-traditional sex roles, diverse lifestyles)<br>3. A file of up-to-date information concerning human and physical resources is provided.<br>4. The resources represent different points of view.<br><br>*Supplementary Data:*<br><br>1. Indicate the number of volumes in the book collection by general subject categories and indicate the total number of volumes.<br>2. Indicate the number of current subscriptions to periodicals by subject categories.<br>3. List the titles of current newspaper subscriptions.<br>4. Indicate the number of audiovisual materials by form and subject category.<br>5. List the titles of periodicals, newspapers, and microforms for which back issues are retained; indicate the form (original copy, microform).<br>6. List the computer programs by subject categories.<br>7. List the periodical collection indexes. | | | | | | | |

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| | **Equipment**<br><br>Indicate the number of each of the following that is available for the exclusive use of this school and rate the adequacy of each:<br>1. Projection Equipment<br>___motion picture projectors - 16 mm<br>___filmstrip projectors<br>___filmstrip viewers<br>___slide projectors<br>___sound slide projectors<br>___slide viewers<br>___opaque projectors<br>___overhead projectors<br>___projection screens<br>___projection carts<br>___other<br>The availability and use of projection equipment are adequate.<br>2. Audio Equipment<br>___radios AM FM<br>___record players<br>___portable public address systems<br>___tape recorders<br>___tape duplicators<br>___other<br>The availability and use of audio equipment are adequate.<br>3. Production Equipment<br>___Copying machines<br>___lettering equipment<br>___drymount press<br>___primary typewriter<br>___35 mm camera and accessories<br>___copy camera and stand<br>___camera (identify<br>___paper cutter<br>___sound synchronizers<br>___transparency equipment<br>___laminating equipment<br>___audio mixer<br>___other<br>The availability and use of production equipment are adequate. | | | | | | | |

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| | 4. Television Equipment<br>___camera<br>___video recorders<br>___video play back<br>___video editing equipment<br>___video disc equipment<br>___monitors<br>___microphones and stands<br>___cable TV<br>___closed circuit TV<br>___other<br>The availability and use of television equipment are adequate<br>5. Microform Projection equipment<br>___microform readers<br>___microform printers<br>___other<br>The availability and use of microform equipment are adequate.<br>6. Maintenance Equipment<br>___film splicers<br>___film rewinder<br>___film inspector<br>___tape splicer<br>___other<br>The availability and use of maintenance equipment are adequate.<br>7. Computer Equipment<br>___keyboards<br>___joy sticks<br>___other input devices<br>___Central processing units<br>___monitors<br>___printers<br>___plotters<br>Other output devices<br>___local area networks<br>___modems<br>___other<br>The availability and use of computer equipment are adequate | | | | | | | |

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| | *Supplementary Data:*<br><br>1. List specialized equipment provided for students with special needs.<br>2. Describe installations not appearing in the descriptive criteria.<br>3. List additional equipment and services available from other agencies. | | | | | | | |

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| **Facilities**<br><br>*School Building Facilities* | **Environment** | | | | | | | |
| 7.1 Facilities provide a barrier-free learning environment and unimpeded physical access for all users. | 1. The media center is conveniently located to provide easy access.<br>2. The size and arrangement of the center is adequate to support a multifaceted program.<br>3. The media center includes space allocations for:<br>a. circulation and distribution<br>b. conferences<br>c. group viewing and listening<br>d. individual reading, viewing, and listening<br>e. materials processing<br>f. materials production<br>g. professional materials and their utilization<br>h. instruction<br>i. computers<br>j. staff work areas<br>k. materials and equipment maintenance<br>l. storage areas<br>4. The media center is equipped with adequate:<br>a. electrical outlets and conduits<br>b. temperature and humidity controls<br>c. acoustical treatment<br>d. telecommunications devices<br>e. sinks and running water<br>f. provision for access by handicapped<br>g. security devices<br>h. lighting and light control<br>5. The media center is inviting and aesthetically pleasing. | | | | | | | |
| 7.2 Facilities have built-in flexibility, so that changing needs and newer information handling technologies can be accommodated in the existing complex without extensive redesign. | *Supplementary Data:*<br><br>1. In what ways is the space flexible enough to permit adaptation for new programs?<br>2. Describe any satellite facilities. | | | | | | | |
| 7.3 Facilities are located to provide easy access and encourage frequent use, allowing for traffic flow that minimizes interruptions and distractions. | | | | | | | | |
| 7.4 Facilities have a separate outside entrance and are located to make them readily accessible before, during, and after school hours and during vacation periods. | | | | | | | | |
| 7.5 Facilities provide a comfortable, efficient, and safe working environment for students, teachers, administrators, and library media staff. | | | | | | | | |
| 7.6 Facilities include adequate space for independent study, small and large group activities, reference service, manual and electronic access to the collection, circulation activities, and informal or recreational reading. | | | | | | | | |
| 7.7 Facilities have sufficient space to carry out the support functions (administrative, technical, and consultant) required in providing materials and services. | | | | | | | | |

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| 7.8 Facilities have sufficient space for housing materials and the equipment required in production, for evaluation activities, and for the use of such materials and equipment. | **Furnishings**<br><br>1. The media center is provided with the following:<br>a. adjustable shelving<br>b. moveable shelving<br>c. tables and chairs of suitable design<br>d. card catalog<br>e. file cabinets<br>f. display cases<br>g. circulation desk<br>h. book trucks<br>i. equipment and projection carts<br>j. periodical shelving | | | | | | | |
| 7.9 Facilities are functional in design and arrangement, aesthetically pleasing in appearance, convenient and comfortable to use. | | | | | | | | |
| 7.10 Facilities have the requisite natural and artificial lighting, acoustical treatment, and climate control for the comfort of the user and for the preservation of materials and equipment. | | | | | | | | |
| 7.11 Facilities are designed to provide the necessary electrical power, light control, circuit surge, telephone and intercommunication devices, sound control, lightning protection, and electronic capabilities required to meet the needs of a changing technological environment. | | | | | | | | |
| 7.12 Facilities are designed with attention to safety precautions such as fire preparedness, emergency exits, securely fastened equipment, and other safeguards that will minimize risk to students, faculty, and staff. | | | | | | | | |
| 7.13 Facilities provide for the unobtrusive security of materials and equipment during the school day and utilize additional electronic and other security measures during non-use hours. | | | | | | | | |
| 7.14 The size of the overall library media center and its spaces, and the relationship of those spaces to each other, help determine the number of library media staff needed to manage and supervise the center. | | | | | | | | |

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| *District Library Media Facilities* | | | | | | | | |
| 7.15 Functions and services are planned in relation to district goals and building level programs. | | | | | | | | |
| 7.16 Library media personnel assigned to district library media facilities have adequate working space, sufficient equipment, and a pleasing environment. | | | | | | | | |

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| **District Leadership** | | | | | | | | |
| The principal functions that the district library media director performs include the following: | | | | | | | | |
| *Leadership* | | | | | | | | |
| 8.1 Develops an effective plan and process for providing library media programs that support the philosophy, goals, and objectives of the school district. | | | | | | | | |
| 8.2 Provides leadership and guidance to the school library staff in program planning, curriculum development, budgeting, in-service activities, facility use, and media production. | | | | | | | | |
| 8.3 Participates in curriculum development, facility planning, personnel staffing, budget and management committees, and task forces and teams at the administrative level. | | | | | | | | |
| 8.4 Articulates a code of ethics that promotes adherence to copyright guidelines. | | | | | | | | |
| 8.5 Advocates the principles of intellectual freedom that govern the universal right to read and to access information and ideas. | | | | | | | | |
| 8.6 Encourages use of new technologies to support teaching and learning. | | | | | | | | |
| 8.7 Directs the district's participation in library networking. | | | | | | | | |
| 8.8 Serves as liaison with supervisory and administrative personnel at local, state, and national level. | | | | | | | | |

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| 8.9 Foster the development of exemplary library media programs at each educational level and assists the programs in meeting regional, state, and professional standards. | | | | | | | | |
| 8.10 Provides district inservice programs for library media specialists to foster leadership, competence, and creativity in developing programs. | | | | | | | | |
| 8.11 Assists principals, library media specialists, and others in applying district policies that relate to library media programs. | | | | | | | | |
| 8.12 Participates actively in state and national professional associations and encourages a high level of participation by other district media personnel and by building level personnel. | | | | | | | | |
| *Consultation* | | | | | | | | |
| 8.13 Assists school library media specialists in developing program goals and objectives. | | | | | | | | |
| 8.14 Promotes expansion of programs that integrate the teaching of skills for finding, evaluating, and using information with the teaching of subject content. | | | | | | | | |
| 8.15 Demonstrates methods for effective integration of library media activities and instructional units in building level programs. | | | | | | | | |
| 8.16 Consults with planning committees and architects when new for remodeled facilities are designed. | | | | | | | | |

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| *Communication* | | | | | | | | |
| 8.17 Advises district and school administrators of new developments in library media programs, technology, instructional strategies, and research. | | | | | | | | |
| 8.18 Conducts orientation meetings on the library media program for teachers, administrators, and support staff. | | | | | | | | |
| 8.19 Provides building-level library media specialists with information regarding computer-based applications for circulation procedures and public access catalogs. | | | | | | | | |
| 8.20 Develops and implements plans for presenting and publicizing library media programs and services. | | | | | | | | |
| 8.21 Prepares reports for district and school administrators on the impact of building-level programs on the instructional process.. | | | | | | | | |
| 8.22 Submits reports to the local board of education, to state and national agencies, to the library media staff, and to the public. | | | | | | | | |
| *Coordination* | | | | | | | | |
| 8.23 Designs, in coordination with district and building-level instructional leaders, a sequential information skills curriculum to be integrated with classroom teaching activities. | | | | | | | | |
| 8.24 Participates in curriculum development and implementation through membership on instructional, curriculum, textbook, and new program adoption committees. | | | | | | | | |

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| 8.25 Coordinates the planning and development of K-12 library media programs that serve the students and staff within the schools. | | | | | | | | |
| 8.26 Coordinates the acquisition and circulation of specialized collections that enrich the curriculum for all grade levels. | | | | | | | | |
| *Administration* | | | | | | | | |
| 8.27 Works with the principal in selecting and evaluating library media personnel. | | | | | | | | |
| 8.28 Works with the principal to ensure that the library media program furthers the instructional process. | | | | | | | | |
| 8.29 Assists the school library media specialists and principals in developing building level library media budgets. | | | | | | | | |
| 8.30 Develops the district library media budget, including any allocation for each school, in cooperation with the building principals and library media specialists. | | | | | | | | |
| 8.31 Interprets the library media program and associated budgets for the appropriate administrators. | | | | | | | | |
| 8.32 Furnishes a wide range of resources and services to the school library media program and classroom, e.g., film/video library, production services, television studio, printing service, computer assisted instruction, and loan of expensive or infrequently used materials or equipment. | | | | | | | | |
| 8.33 Distributes preview and on-approval materials for evaluation/purchase. | | | | | | | | |

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| 8.34 Monitors state and federal laws pertaining to school library media programs. | | | | | | | | |
| 8.35 Monitors the adequacy of collections and equipment to provide data on relevance and currency | | | | | | | | |
| 8.36 Arranges for building-level library media specialists to evaluate new resources and electronic equipment. | | | | | | | | |
| 8.37 Negotiates contracts and supervises purchase and installation of all resources. | | | | | | | | |
| 8.38 Manages technical services for acquiring and processing resources and for maintaining and circulating district-owned materials and equipment. | | | | | | | | |
| 8.39 Encourages teachers, administrators, and parents to visit library media programs within and outside the district. | | | | | | | | |
| 8.40 Monitors and publicizes the status of district compliance with regional, state, and national accreditation requirements and library media standards. | | | | | | | | |
| 8.41 Provides a professional library collection as well as media and information services for educators. | | | | | | | | |
| 8.42 Seeks and administers grants from federal, state, and regional agencies and from foundations. | | | | | | | | |
| 8.43 Evaluates the impact of library media programs at the district and school levels. | | | | | | | | |

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| **Regional Leadership** | | | | | | | | |
| Many services provided by regional library media programs are similar to those provided by district level library media programs; therefore, only those not commonly provided at other levels are listed below. | | | | | | | | |
| *Leadership* | | | | | | | | |
| 8.44 Offers staff development programs for library media specialists, teachers, and administrators. | | | | | | | | |
| 8.45 Provides leadership in evaluating the impact of new and existing technologies and program features. | | | | | | | | |
| 8.46 Promotes the adoption of new and tested technologies in the region, and sets up pilot programs to test new technologies. | | | | | | | | |
| 8.47 Plans for the installation of telecommunication services such as distance learning and teleconferencing. | | | | | | | | |
| 8.48 Participates actively in state and national professional associations, and encourages a high level of participation by district and school library media personnel. | | | | | | | | |
| *Consultation* | | | | | | | | |
| 8.49 Recommends and encourages visits to exemplary library media programs. | | | | | | | | |
| 8.50 Assists school library media centers in public relations activities. | | | | | | | | |

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| *Communication* | | | | | | | | |
| 8.51 Develops publications, newsletters, videos, and other types of communications for dissemination to the schools. | | | | | | | | |
| 8.52 Alerts schools to legislative initiatives that pertain to or affect school library media programs, curriculum change, graduation requirements, or other matters of interest to educators. | | | | | | | | |
| *Coordination* | | | | | | | | |
| 8.53 Coordinates school library media program participation in multi type networks. | | | | | | | | |
| 8.54 Coordinates cooperative preview and purchasing of library media resources and equipment, cooperative bidding, state contracts, and licensing agreements. | | | | | | | | |
| *Administration* | | | | | | | | |
| 8.55 Produces or distributes instructional television programs, specialized video, film, or other media. | | | | | | | | |
| 8.56 Furnishes technical processing services and access to national bibliographic utilities. | | | | | | | | |
| 8.57 Negotiates rights for distribution, purchase, and rental/lease of media resources to save money through cooperative acquisition and to ensure legal compliance with copyright considerations. | | | | | | | | |
| 8.58 Establishes a preview and examination center for instructional materials and the emerging technologies. | | | | | | | | |

| AASL/AECT Guidelines | Evaluative Criteria | State Regulations | Local Program | 0 | 1 | 2 | 3 | 4 |
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| 8.59 Establishes and oversees a networking system for member schools, including resource sharing, databases, telecommunications, cooperative collection development agreements, cooperative staff, and curriculum development. | | | | | | | | |
| 8.60 Makes available computer and database services for administration and instruction. | | | | | | | | |
| 8.61 Develops specialized collections as appropriate. | | | | | | | | |
| 8.62 Provides and arranges maintenance of audiovisual and computer equipment owned by member schools. | | | | | | | | |
| 8.63 Provides offset printing services, delivery services, media production, and distribution service. | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|
| **State Leadership** | | | | | | | | |
| The state agency or designated library media staff assumes responsibility for the functions listed below. | | | | | | | | |
| *Leadership* | | | | | | | | |
| 8.64 Promotes exemplary professional practices and programs at regional, district, and school levels. | | | | | | | | |
| 8.65 Participates in developing state standards and /or guidelines for library media programs and criteria for certification of library media personnel. | | | | | | | | |
| 8.66 Develops plans for state based research on library media programs and seeks funding for such research. | | | | | | | | |
| 8.67 Seeks legislative initiatives in support of school library media programs. | | | | | | | | |
| 8.68 Assures that state mandates concerning library media programs are met. | | | | | | | | |
| 8.69 Clarifies certification issues, including evaluation of library and media education programs, and participates in curricular development of these programs. | | | | | | | | |
| 8.70 Participates actively in state and national professional associations, and encourages a high level of participation by district, regional, and school library media personnel. | | | | | | | | |

| AASL/AECT Guidelines | Evaluative Criteria | State Regulations | Local Program | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|
| *Consultation* | | | | | | | | |
| 8.71 Provides staff development programs on philosophy, concepts, and trends of library media programs to administrators, supervisors, library media specialists, curriculum directors, and teachers. | | | | | | | | |
| 8.72 Offers consultative services to districts concerning new technologies and services and the planning of media facilities. | | | | | | | | |
| 8.73 Guides districts and regions in the implementation of state policies, laws, and regulations. | | | | | | | | |
| 8.74 Assists schools, districts, and regions in dealing with such problems as censorship challenges. | | | | | | | | |
| 8.75 Participates in the development of state curricular materials. | | | | | | | | |
| 8.76 Reviews library media education programs for approved program status. | | | | | | | | |
| *Communications* | | | | | | | | |
| 8.77 Collects data and disseminates information on library media programs in the state. | | | | | | | | |
| 8.78 Promotes library media programs through public relations activities. | | | | | | | | |
| 8.79 Receives and disseminates information from state and federal reports related to school library media programs. | | | | | | | | |
| 8.80 Generates publications to assist district- and building-level personnel in providing improved services. | | | | | | | | |

| AASL/AECT Guidelines | Evaluative Criteria | State Regulations | Local Program | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|
| Coordination | | | | | | | | |
| 8.81 Encourages use of interlibrary loan and cooperative agreements among school, public, academic, and other libraries. | | | | | | | | |
| 8.82 Works cooperatively with state library media associations. | | | | | | | | |
| Administration | | | | | | | | |
| 8.83 Interprets and implements the policies of the state board of education as well as state and federal laws and regulations relating to media in the educational program. | | | | | | | | |
| 8.84 Evaluates library media programs in schools or districts and makes recommendations for their improvement. | | | | | | | | |
| 8.85 Supervises the development of long-range plans for development of effective library media programs. | | | | | | | | |
| 8.86 Makes budget recommendations based on needs assessment for consideration by the appropriate state agency. | | | | | | | | |
| 8.87 Develops guidelines for administration of federal and state funds. | | | | | | | | |
| 8.88 Performs the clearinghouse function for information about state school library media services. | | | | | | | | |
| 8.89 Plans state television programs, services, and networks where appropriate. | | | | | | | | |